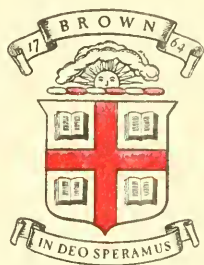


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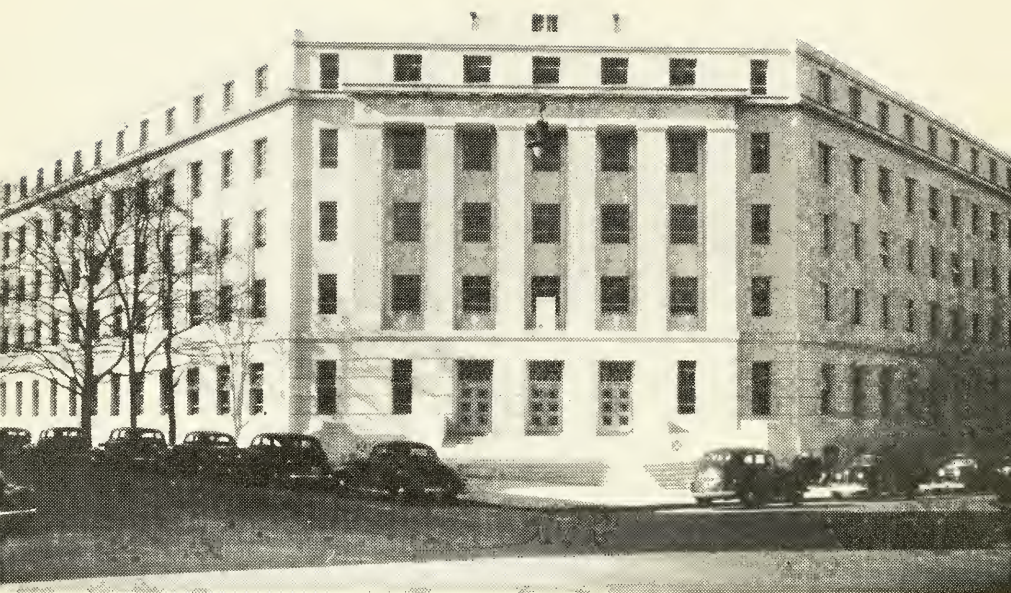
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NORTH CAROLINA PUBLIC SCHOOLS

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BIENNIAL REPORT PART 1 1956-1958

2



Education Building, Raleigh

The following parts of the Biennial Report of the State Superintendent of Public Instruction for the scholastic years 1956-57 and 1957-58 are issued:

Part I—Summary and Recommendations

Part II—Statistical Report, 1956-57

Part III—Statistical Report, 1957-58

BIENNIAL REPORT OF
THE SUPERINTENDENT OF
PUBLIC INSTRUCTION
OF NORTH CAROLINA
FOR THE SCHOLASTIC YEARS
1956-1957 AND 1957-1958

PART ONE

SUMMARY AND RECOMMENDATIONS



PUBLICATION NO. 322



Pride of accomplishment is a worthy outcome of art experience.

LETTER OF TRANSMITTAL

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

December 15, 1958

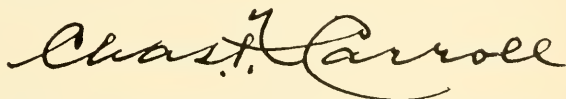
To His Excellency, LUTHER H. HODGES, *Governor*
and MEMBERS OF THE GENERAL ASSEMBLY OF 1959

SIRS:

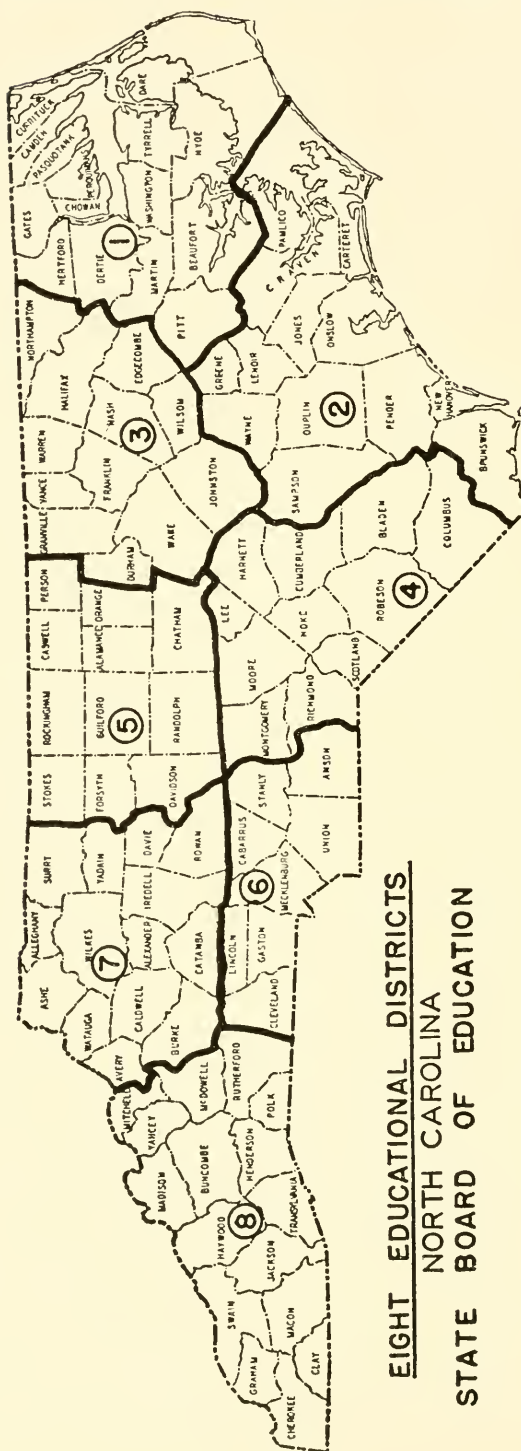
In compliance with G. S. 115-14.3, 120-12, 13 and 147-5, I am submitting the Biennial Report of the Superintendent of Public Instruction. This Report includes information and statistics about the public schools, and recommendations for their improvement.

I hope you and each member of the General Assembly will find the opportunity to read this description of our public schools in action. North Carolina, as this information shows, has made tremendous progress in many phases of its educational program. The Recommendations give some proposals which I believe will improve our schools still further. These, I commend to your earnest consideration and support.

Respectfully submitted,

A handwritten signature in cursive script, reading "Chas. H. Carroll". The signature is written in dark ink and is positioned above the printed name of the signatory.

State Superintendent of Public Instruction



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I

What Agencies Administer the Public Schools?

AT THE STATE LEVEL

1. The State Board of Education

Authority—State Constitution (Art. IX, S. 8).

Membership—13 persons: 3 ex officio (Lieut. Governor, State Treasurer and State Superintendent of Public Instruction) and 10 appointed by Governor (8 from 8 educational districts and 2 from State at large).

Term—Eight years (overlapping) for appointive members.

Meetings—Once each month. Special meetings may be set at regular meetings or called by the Superintendent with the approval of the Board Chairman.

Powers and Duties (G. S. 115-11) :

- has general supervision and administration of the educational funds provided by the State and Federal governments.
- is successor to powers of (President of Literary Fund and other) extinct boards and commissions.
- has power to divide the administrative units into districts.
- appoints controller, subject to approval of Governor.
- apportions and equalizes over the State all State school funds.
- directs State Treasurer to invest funds.
- accepts for the schools of the State any Federal funds appropriated.
- purchases land upon which it has mortgage.
- adjusts debts for purchase price of lands sold.
- establishes city administrative units.
- allots special teaching personnel and funds for clerical assistants to principals.
- makes provision for sick leave.
- performs all duties in conformity with Constitution and laws, such as :

certifying and *regulating* the grade and salary of teachers and other school employees;

adopting and *supplying* textbooks;

adopting a standard course of study upon the recommendation of the State Superintendent of Public Instruction;

formulating rules and regulations for the enforcement of the compulsory attendance law;

regulating the conferring of degrees and *licensing* educational institutions;

reporting to the General Assembly on the operation of the State Literary Fund;

approving the establishment of schools for adult education under the direction and supervision of the State Superintendent of Public Instruction; and

managing and *operating* a system of insurance for public school property.

- divides duties into two separate functions:
 - (a) those relating to supervision and administration excluding fiscal affairs shall be administered by the State Superintendent of Public Instruction.
 - (b) those relating to the supervision and administration of fiscal affairs shall be under the direction of the Controller.

2. The State Superintendent of Public Instruction

Authority—Constitution (Art. III, S. 1.).

Term—Four years, elected by popular vote.

Duties—(G.S. 115-14, 15) :

- to organize and establish a Department of Public Instruction.
- to keep public informed as to the problems and needs of the schools.
- to report biennially to the Governor.
- to have printed and distributed such educational bulletins as he shall deem necessary and all forms necessary for the administration of the Department of Public Instruction.
- to administer the instructional policies of the Board.
- to keep the Board informed regarding developments in the field of public education.
- to make recommendations to the Board with regard to the problems and needs of education.

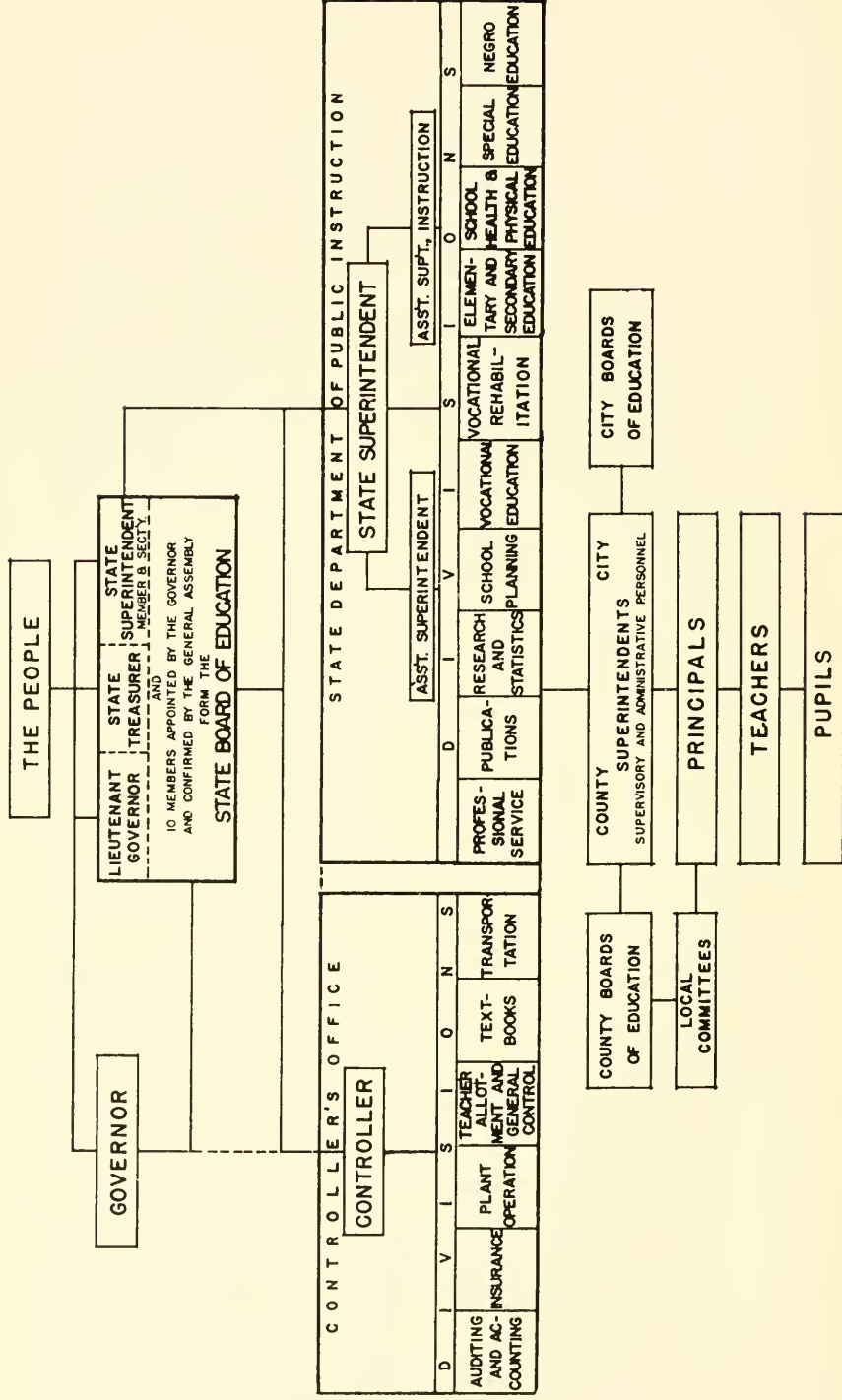
- to make available to the public schools a continuous program of supervisory services.
- to collect and organize information regarding the public schools and to furnish such as may be required to the Board.
- to inform local administrators regarding instructional policies and procedures adopted by the Board.
- to have custody of the official seal of the Board and to attest all written contracts.
- to attend all meetings of the Board and to keep the minutes.
- to perform such other duties as the Board may assign to him.

The Department of Public Instruction:

Consists of an Assistant State Superintendent, an Administrative Assistant, a Coordinator of Teacher Education, and other professional and clerical staff in the following divisions:

- *Division of Elementary and Secondary Education.* This division provides services as follows: evaluation and accreditation of schools; general supervisory assistance in the improvement of instruction; preparation of teachers and other school personnel; and assistance in special areas; for example, testing and pupil classification, visual aids, surveys, library, music, safety and driver education.
- *Division of Negro Education.* This division renders special assistance to Negro schools, including evaluation and accreditation of schools, supervisory activities, preparation of curriculum materials, improvement in preparation of teachers in cooperation with institutions of higher learning for the Negro race, and improvement in race relations.
- *Division of Professional Service.* This division has charge of the administration of the rules and regulations of the State Board of Education with regard to the certification of teachers; issues all teachers' certificates; rates teachers employed each year as to certificate held and teaching experience; and coordinates the work of the department with that of the various institutions of higher learning in the field of teacher education.
- *Division of Publications.* This division compiles and edits material to be printed; distributes bulletins and other printed material to local units and individuals; serves as the pur-

NORTH CAROLINA PUBLIC SCHOOL SYSTEM



chasing agency for the divisions of the Department of Public Instruction; and services all divisions including Controller's office in the matter of mail and distribution of supplies.

- *Division of Research.* This division, organized following the provision for a director of research by the General Assembly of 1953, is responsible for planning and directing a research program for the Department of Public Instruction and the State Board of Education. The analysis and interpretation of data resulting from research studies and formulation of recommendations for the solution of problems under consideration, constitute over-all responsibilities of this division.
- *Division of School Planning.* This division assists with plans for new buildings and their location and erection. Screening applications for State funds for school construction and making surveys are major responsibilities of this division.
- *Division of Special Education.* This division, created in 1947, is responsible for the promotion, operation and supervision of special courses of instruction for mentally and physically handicapped. It is also concerned with the administration of a program of training for the trainable mentally retarded children as provided by the General Assembly of 1957.
- *Division of School Health and Physical Education.* This division is responsible for health instruction, physical education, safety, healthful environment, mental hygiene, and health services in the public schools. Health services are administered partly by the State Board of Health and the State Department of Public Instruction through the School Health Coordinating Service program.
- *Division of Vocational Education.* This division administers the programs in vocational agriculture, home economics, trades and industries, distributive occupations, guidance, veterans related training, school lunch program, veterans farming (under the G. I. Bill), and the program requiring the inspection, approval and supervision of those institutions and establishments offering on-the-job-training to veterans under the G. I. Bill. It also supervises area vocational training schools authorized by the General Assembly of 1957.
- *Division of Vocational Rehabilitation.* It is through this division that the State cooperates with the Federal Government

in providing for the vocational rehabilitation of persons disabled in industry or otherwise and for their return to civil employment.

3. The Controller of the State Board of Education

Authority—Chapter 115-2.5 General Statutes of North Carolina.

Term—At will of Board.

Powers and Duties—(G. S. 115-16, 17) :

The controller is the executive administrator of the Board in the supervision and management of the fiscal affairs of the Board. "Fiscal affairs" is defined as "all matters pertaining to the budgeting, allocation, accounting, auditing, certification, and disbursing of public school funds" administered by the Board.

The controller, under the direction of the Board, performs the following duties :

- maintains a system of bookkeeping which reflects the status of all educational funds committed to the administration of the Board.
- prepares all forms necessary to furnish information for the consideration of the Board in preparing the State budget estimates as to each administrative unit.
- certifies to each administrative unit the teacher allotment as determined by the Board.
- issues requisitions upon the Budget Division, Department of Administration, for payments out of the State Treasury of funds placed to the credit of administrative units.
- procures through the Purchase and Contract Division, Department of Administration, the contracts for the purchase of janitors' supplies, instructional supplies, supplies used by the Board, and all other supplies purchased from funds administered by the Board.
- purchases textbooks needed and required in the public schools in accordance with contracts made by the Board with publishers.
- audits, in cooperation with the State Auditor, all school funds administered by the Board.

- attends meetings of the Board and furnishes information concerning fiscal affairs to the Board.
- employs all employees who work under his direction in administration of fiscal affairs.
- reports directly to Board upon matters coming within his supervision and management.
- furnishes information as may be necessary to the State Superintendent.
- performs such other duties as may be assigned to him by the Board.

Controller's Office:

These and other duties, classified as to function, are administered through the following divisions:

- *Division of Auditing and Accounting.* This division makes a continuous audit, month by month, of expenditures by the local units from the State Nine Months' School Fund, and is charged with the accounting of all funds, State and Federal, under the control of the State Board of Education, including the appropriation for the State Department of Public Instruction (administration and supervision), Vocational Education, State Textbook Fund, Veterans Training Program, State Literary Fund, and any other funds expended for public school purposes. Its work includes all budget making, bookkeeping, writing vouchers, making reports, applying salary scales to local school personnel, and performing related services.
- *Division of Plant Operation.* This division has charge of plant operation as set forth in the Nine Months' School Fund budget.
- *Division of Insurance.* The responsibility of this division is that of administering the public school insurance fund which was authorized by the General Assembly of 1949 to provide insurance on school property.
- *Division of Textbooks.* This division has charge of purchasing and distributing free basal textbooks and administering the rental system for high school books and supplementary reading books in the elementary grades.
- *Division of Teacher Allotment and General Control.* This division is responsible for applying the rules of the State Board governing applications of the local units for teacher allot-

ments, and for allotting funds to be expended for the object of general control in the local budgets.

- *Division of Transportation.* This division administers the school bus transportation system of the State—purchasing new buses, mapping bus routes and administering the rules of the State Board governing transportation.

AT THE LOCAL LEVEL

1. Boards of Education

Membership and Terms—

There are 100 county and 74 city administrative units in North Carolina. They range in size from 787 to 29,259 pupils in average daily membership (1957-58).

A grouping on this basis shows the following:

| A. D. M. | Number of Units | |
|--------------------|-----------------|-----------|
| | County | City |
| Up to 1,500..... | 7 | 10 |
| 1,501—3,000..... | 10 | 26 |
| 3,001—6,000..... | 35 | 24 |
| 6,001—10,000..... | 27 | 9 |
| 10,001—15,000..... | 13 | 2 |
| 15,001—20,000..... | 7 | 1 |
| Above 20,000..... | 1 | 2 |
| Total | <u>100</u> | <u>74</u> |

A board of education is responsible for directing and managing the public schools in each of these units. County boards consist of from three to seven members, the typical number being five. Members are nominated biennially by various local methods: countywide popular vote, townships popular vote, executive committee of major political party, political election (primary), non-partisan basis, legislature, and by special partisan election. All of these except the last one must have the approval of the General Assembly.

Terms of office of members of county boards range from two to six years.

City board membership ranges from three to twelve. Members serve from two to eight years and are named as follows: by popular vote, by appointment, and by a combination of the two. Final approval by the General Assembly is not required except for one unit.

Meetings—

“All county and city boards of education shall meet on the first Monday in January, April, July, and October of each year, or as soon thereafter as practicable.”

Powers and Duties—

- to provide an adequate school system within their respective units as provided by law.
- to perform all powers and duties respecting public schools not imposed on other officials.
- to have general control and supervision of all matters pertaining to the public schools and enforce the school law within their respective units.
- to divide their respective units into attendance areas without regard to district lines.
- to provide for the enrollment in a public school with their respective units of each child residing therein qualified by law for admission and applying for enrollment.
- to make all rules and regulations necessary governing enrollment of pupils within their units.
- to make all rules and regulations necessary for conducting co-curricular activities, including athletics. Interscholastic athletic activities shall be conducted in accordance with rules and regulations prescribed by the State Board.
- to fix the time for opening and closing the public schools and the length of school day within their respective units.
- to provide for the efficient teaching in each grade of all subjects included in the outline course of study prepared by the State Superintendent.
- to elect a superintendent of schools and to provide him with an office, office equipment and supplies, and clerical assistants.
- to elect teachers, principals and other professional employees and to make needful rules and regulations governing their conduct and work, including their salaries and professional growth.
- to issue salary vouchers to all school employees when due and

to purchase the necessary equipment and supplies in accordance with State contracts.

2. County and City Superintendents

Superintendents are elected by boards of education, subject to the approval of the State Superintendent and the State Board.

Term—Two years.

Qualifications—Holds a Superintendent's certificate, 3 years' experience within past 10 years, and doctor's certificate showing him free of communicable disease.

Salaries—The State salary schedule for superintendents of county and city administrative units is based on size of unit in terms of pupil membership, experience, and the superintendent's certificate. It ranges from a monthly salary, based on twelve calendar months, of \$482 to \$776. A few of the units pay a supplement from local funds.

Duties—"All acts of county and city boards of education, not in conflict with State law, shall be binding on the superintendent, and it shall be his duty to carry out all rules and regulations of the board."

The superintendent shall be ex-officio secretary to the board of education. It shall be the superintendent's duty:

- to visit the schools, to keep his board informed as to condition of school plants, and to make provisions for remedying any unsafe or unsanitary conditions.
- to attend professional meetings.
- to furnish information and statistics to the State Superintendent.
- to administer oaths to all school officials when required.
- to keep himself informed as to policies adopted by the State Superintendent and State Board.
- to approve, in his discretion, the election of all teachers, and to present the names of all teachers, principals and other personnel to the board for approval.
- to prepare an annual organization statement and request for teachers to the State Board.
- to keep a complete record of all financial transactions of the

board of education and a separate record of local district taxes, and to furnish tax listers with the boundaries of each taxing district.

- to keep a record of all fines, forfeitures and penalties due the school fund.
- to approve and sign State and local vouchers.

3. District School Committees:

County boards of education appoint members (three to five) to school committees of the districts. (There are no committees in city administrative units.)

Term—Two years.

Meetings—As often as business may require.

Duties—

- upon recommendation of superintendent, elects the principal subject to approval of the board of education.
- upon nomination of the principal, elects the teachers subject to approval of the board of education and the superintendent.
- upon recommendation of the principal, appoints the janitors and maids, subject to approval of the board of education and the superintendent.
- in accordance with rules and regulations of the board of education, protects all school property in the district.

4. School Principals

“The executive head of a district or school shall be called ‘principal’.” He is elected annually by the district committee (in county units) upon recommendation of the superintendent and subject to approval by the board of education. In city units the principal is elected by the city board upon the recommendation of the superintendent.

Duties—

- to nominate teachers (in county units) to committee.
- to grade and classify pupils and exercise discipline over the pupils.
- to make all reports to superintendent.

- to make suggestions to teachers for the improvement of instruction.
- to instruct children in proper care of school property, and to report any unsanitary condition, damage, or needed repairs.
- to carry out rules and regulations of State Board regarding compulsory school attendance.
- to assign pupils and employees to the buses on which they may be transported. (county units)
- to prepare and submit plan of bus route to the superintendent.



Many small high schools throughout the State are being consolidated into larger schools. This picture shows the new Consolidated High School in Surry County under construction. It will replace five schools: Franklin, White Plains, Beulah, Flat Rock, and Lowgap.

II

How Are the Public Schools Financed?

SOURCES OF FUNDS

Funds for the support of the public schools come from three main governmental sources: State, local, and Federal.

State funds appropriated to the public schools are derived from revenue obtained from the levy by the General Assembly of income taxes, sales taxes, franchise taxes, and taxes from other sources. In 1957-58 the amount and percentage from each of these sources which made up the General Fund are estimated as follows:

| | AMOUNT | PERCENTAGE |
|-------------------------|----------------------|--------------|
| Income taxes | \$ 63,304,000 | 41.0 |
| Sales taxes | 46,783,200 | 30.3 |
| Franchise taxes | 14,513,600 | 9.4 |
| Beverage taxes | 7,411,200 | 4.8 |
| Insurance taxes | 6,948,000 | 4.5 |
| Non-tax revenue | 6,330,400 | 4.1 |
| License taxes | 4,014,400 | 2.6 |
| Inheritance taxes | 3,551,200 | 2.3 |
| All other | 1,544,000 | 1.0 |
| Total | <u>\$154,400,000</u> | <u>100.0</u> |

Local funds are derived in the main from property taxes, from the sale of bonds and notes, and from other local sources. For 1957-58 the amount and percentage from these several sources were estimated (based on actual 1956-57 data) as follows:

| | AMOUNT | PERCENTAGE |
|---|---------------------|--------------|
| Property taxes | \$48,000,000 | 58.1 |
| Bonds, loans, and sinking funds | 21,000,000 | 25.4 |
| Fines, forfeitures, penalties, poll and dog taxes | 6,500,000 | 7.8 |
| Interest, donations, Federal grants | 2,210,000 | 2.7 |
| Intangible, beer, wine, and ABC funds | 2,050,000 | 2.5 |
| Tuition fees | 2,000,000 | 2.4 |
| Sale of property | 900,000 | 1.1 |
| Total | <u>\$82,660,000</u> | <u>100.0</u> |

Congress levies taxes (largely on incomes) for operating the Federal Government and for other purposes to which the Congress makes appropriations. From this total fund, appropriations are made to the states for specific educational purposes—mainly vocational education, lunch rooms and for operating schools in defense-impacted areas.

EXPENDITURES

Total Funds

Expenditures for public education are divided into three parts in accordance with the three phases of the school program: (1) current expense, current operation; (2) capital outlay, payments for buildings and other physical facilities; (3) debt service, repayment on principal and interest on bonds and notes.

Current expense, the operation of the public schools, is the largest portion of the State's total annual school expenditure. Biggest part of current expense comes from State funds, 80.0 per cent in 1957-58. Local funds represented 16.4 per cent of the 1957-58 current expense and only 3.6 per cent came from Federal funds.

| CURRENT EXPENSE | | | | |
|---|------------------|-----------------|-----------------|------------------|
| Year | State Funds* | Local Funds | Federal Funds** | Total |
| 1934-35 | \$ 16,702,697.05 | \$ 2,099,556.73 | \$ 451,862.29 | \$ 19,254,098.07 |
| 1939-40 | 26,297,493.15 | 5,136,723.59 | 610,146.82 | 32,044,363.56 |
| 1944-45 | 39,465,521.35 | 7,265,140.48 | 3,357,469.23 | 50,088,131.06 |
| 1949-50 | 84,999,202.42 | 16,214,185.16 | 12,054,108.25 | 113,272,495.83 |
| 1950-51 | 95,276,063.21 | 18,329,551.29 | 11,428,404.56 | 125,034,019.06 |
| 1951-52 | 109,061,835.87 | 19,867,706.33 | 9,813,016.40 | 138,742,558.60 |
| 1952-53 | 115,605,080.77 | 21,805,894.72 | 7,971,114.99 | 145,382,090.48 |
| 1953-54 | 118,329,135.66 | 23,464,212.21 | 6,571,595.75 | 148,364,943.62 |
| 1954-55 | 122,998,428.30 | 25,027,038.50 | 7,051,801.48 | 155,077,268.28 |
| 1955-56 | 128,099,486.03 | 27,549,117.25 | 6,864,305.78 | 162,512,909.06 |
| 1956-57 | 131,451,715.56 | 29,473,722.16 | 7,554,256.03 | 168,979,693.75 |
| 1957-58† | 154,400,000.00 | 31,660,000.00 | 6,940,000.00 | 193,000,000.00 |
| CAPITAL OUTLAY | | | | |
| 1934-35 | \$ | 2,890,317.99 | 428,593.61 | 3,318,911.60 |
| 1939-40 | 16,816.78 | 3,338,504.73 | 448,871.73 | 3,804,400.24 |
| 1944-45 | 48,538.96 | 1,774,531.97 | 3,778.17 | 1,826,849.10 |
| 1949-50 | 5,893,974.23 | 22,104,092.66 | 3,101.11 | 28,001,168.00 |
| 1950-51 | 20,171,779.74 | 27,044,634.37 | 1,694.38 | 47,218,108.49 |
| 1951-52 | 16,484,561.43 | 30,195,975.93 | 216,876.31 | 46,897,413.67 |
| 1952-53 | 5,560,814.65 | 29,181,331.60 | 2,374,567.39 | 37,116,713.64 |
| 1953-54 | 2,386,801.20 | 36,737,399.04 | 1,994,098.82 | 41,118,299.06 |
| 1954-55 | 9,194,988.86 | 34,449,132.59 | 671,151.51 | 44,315,272.96 |
| 1955-56 | 11,429,138.85 | 32,970,532.73 | 711,452.46 | 45,111,124.04 |
| 1956-57 | 18,220,748.77 | 40,071,934.83 | 504,160.13 | 58,796,843.73 |
| 1957-58† | 7,800,000.00 | 40,000,000.00 | 740,000.00 | 48,500,000.00 |
| * Includes vocational, textbook, and other State funds. | | | | |
| ** Includes small amounts from philanthropic funds. | | | | |
| † Estimated. | | | | |

Capital outlay until 1949 was the responsibility of the local units; the General Assembly, provided \$50,000,000 in 1949 and another \$50,000,000 in 1953 for school plant construction, improvement, and repairs. Federal funds in recent years have been allocated for physical facility projects in defense-impacted areas.

All funds for debt service expenditures come from local sources.

Expenditures per pupil indicate what is spent for public education in relation to the number of pupils.

| PER PUPIL EXPENDITURES | | | | | | | |
|------------------------|---------|----------|------------------|--------------------|----------|-------------------|----------|
| Year | A.D.A. | State | Current Local | Expense Federal | Total | Capital Outlay | Total |
| 1934-35 | 761,433 | \$ 21.94 | \$ 2.76 | \$.59 | \$ 25.29 | \$ 4.36 | \$ 29.65 |
| 1939-40 | 790,003 | 33.29 | 6.50 | .77 | 40.56 | 4.82 | 45.38 |
| 1944-45 | 713,146 | 55.34 | 10.19 | 4.71 | 70.24 | 2.56 | 72.80 |
| 1949-50 | 797,691 | 106.56 | 20.33 | 15.11 | 142.00 | 35.10 | 177.10 |
| 1950-51 | 816,036 | 116.76 | 22.46 | 14.00 | 153.22 | 57.86 | 211.08 |
| 1951-52 | 816,106 | 133.64 | 24.35 | 12.02 | 170.01 | 57.46 | 227.47 |
| 1952-53 | 829,720 | 139.33 | 26.28 | 9.61 | 175.22 | 44.73 | 219.95 |
| 1953-54 | 874,165 | 135.36 | 26.84 | 7.52 | 169.72 | 47.04 | 216.76 |
| 1954-55 | 904,029 | 136.06 | 27.68 | 7.80 | 171.54 | 49.02 | 220.56 |
| 1955-56 | 927,099 | 138.17 | 29.72 | 7.40 | 175.29 | 48.66 | 223.95 |
| 1956-57 | 943,343 | 139.88 | 31.24 | 8.01 | 179.13 | 62.33 | 241.46 |
| 1957-58† | 950,311 | 162.47 | 33.32 | 7.30 | 203.09 | 51.04 | 254.13 |

† Estimated.

EXPENDITURES FOR CURRENT EXPENSE PER PUPIL IN A.D.A.

1934-35 \$25.29

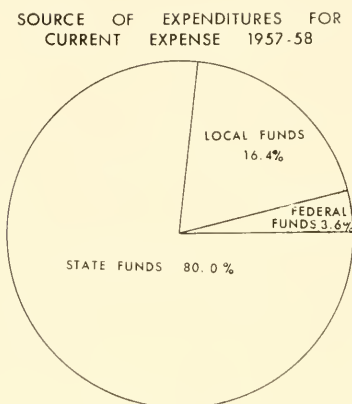
1939-40 \$40.56

1944-45 \$70.24

1949-50 \$142.00

1954-55 \$171.54

1957-58 \$203.09



State Funds

State funds are appropriated from the General Fund for support of the nine-months term, for vocational education, for free textbooks, for State administration, and for other special purposes.

The Nine Months School Fund is, according to law, allotted to the 100 county and 74 city administrative units by the State Board of Education on the basis of standards determined by the Board. These standards consider such items as salary schedules for various classes of school employees, number of pupils in average daily attendance, size of school, and other budgetary information.

Purposes for which the Nine Months School Fund may be expended are classified in the law by objects and items as follows:

General Control—Salaries of superintendents, travel expense of superintendents, salaries of clerical assistants, salaries of property and cost clerks, office expense, and per diem and travel of county board members.

Instructional Service—Salaries of teachers, principals and supervisors, and instructional supplies.

Operation of Plant—Wages of janitors, fuel, water, light, and power, janitor's supplies and telephones.

Fixed Charges—Compensation to school employees, injuries to school pupils, and tort claims.

Auxiliary Agencies—Transportation of pupils, libraries, and child health.

Expenditures as to objects and items from the Nine Months School Fund are shown in the tables which follow:

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1956-57
(Including School Bus Replacements)

| Classification by Objects and Items | White | Negro | Total |
|--|-----------------|-----------------|------------------|
| A. State Aid Paid Out by Units | | | |
| 61. General Control: | | | |
| 611. Salaries: Superintendents | \$ 1,226,414.18 | \$ | \$ 1,226,414.18 |
| 612. Travel: Superintendents | 59,432.51 | ..... | 59,432.51 |
| 613.1. Salaries: Clerical Assistants | 603,586.88 | ..... | 603,586.88 |
| 613.2. Property and Cost Clerks | 201,102.33 | ..... | 201,102.33 |
| 614. Office Expense | 91,901.80 | ..... | 91,901.80 |
| 615. County Boards of Education | 9,982.04 | ..... | 9,982.04 |
| Total General Control | \$ 2,192,419.74 | \$ | \$ 2,192,419.74 |
| 62. Instructional Service: | | | |
| 621. Salaries: Elementary Teachers | \$54,057,383.20 | \$22,752,701.10 | \$ 76,810,084.30 |
| 622. Salaries: H.S. Teachers | 16,401,008.52 | 5,523,346.50 | 21,924,355.02 |
| 623. Salaries: | | | |
| 1. Elementary Principals | 2,944,392.62 | 1,002,146.08 | 3,946,538.70 |
| 2. High School Principals | 3,417,852.26 | 1,210,652.45 | 4,628,504.71 |
| Sub-Total Instr. Salaries | \$76,820,636.60 | \$30,488,846.13 | \$107,309,482.73 |
| 624. Instructional Supplies | 539,219.41 | 206,403.74 | 745,623.15 |
| 625. Salaries: Supervisors | 695,133.11 | 225,258.60 | 920,391.71 |
| Total Instructional Service | \$78,054,989.12 | \$30,920,508.47 | \$108,975,497.59 |
| 63. Operation of Plant: | | | |
| 631. Wages: Janitors | \$ 2,895,998.92 | \$ 887,479.25 | \$ 3,783,478.17 |
| 632. Fuel | 1,401,674.34 | 482,297.03 | 1,883,971.37 |
| 633. Water, Light, Power | 530,161.20 | 164,615.12 | 694,776.32 |
| 634. Janitor's Supplies | 396,665.39 | 146,843.10 | 543,508.49 |
| 635. Telephones | 50,404.49 | 13,990.14 | 64,394.63 |
| Total Operation of Plant | \$ 5,274,904.34 | \$ 1,695,224.64 | \$ 6,970,128.98 |
| 65. Fixed Charges: | | | |
| 653. Compensation: | | | |
| School Employees | \$ 37,824.76 | \$ 6,844.55 | \$ 44,669.31 |
| 654. Reimbursement: Injured Pupils | 853.27 | 1,030.15 | 1,883.42 |
| 656. Tort Claims | 45,684.11 | 22,113.17 | 67,797.28 |
| Total Fixed Charges | \$ 84,362.14 | \$ 29,987.87 | \$ 114,350.01 |
| 66. Auxiliary Agencies: | | | |
| 661. Transportation of Pupils: | | | |
| 1. Wages of Drivers | \$ 1,098,049.59 | \$ 421,073.95 | \$ 1,519,123.54 |
| 2a. Gas, Oil, Grease | 831,550.52 | 339,848.84 | 1,171,399.36 |
| 2b. Gas Storage Equipment | 4,192.11 | 2,047.95 | 6,240.06 |
| 3. Salaries: Mechanics | 1,160,814.28 | 396,228.35 | 1,557,042.63 |
| 4a. Repair Parts, Batteries | 631,341.91 | 258,105.40 | 889,447.31 |
| 4b. Tires and Tubes | 257,485.05 | 93,059.41 | 350,544.46 |
| 4c. License and Title Fees | 592.69 | 168.31 | 761.00 |
| 4d. Garage Equipment | 24,305.66 | 6,568.87 | 30,874.53 |
| 5. Contract Transportation | 16,014.95 | 2,765.00 | 18,779.95 |
| Sub-Total (1-5) | \$ 4,024,346.76 | \$ 1,519,866.08 | \$ 5,544,212.84 |
| 6. Major Replacements | 1,905,560.09 | 552,768.22 | 2,458,328.31 |
| 7. Principals Bus Travel | 41,632.37 | 15,942.07 | 57,574.44 |
| Total Transportation | \$ 5,971,539.22 | \$ 2,088,576.37 | \$ 8,060,115.59 |
| 662. School Libraries | 368,873.23 | 126,790.69 | 495,663.92 |
| 664. Child Health Program | 259,827.51 | 129,920.58 | 389,748.09 |
| Total Auxiliary Agencies | \$ 6,600,239.96 | \$ 2,345,287.64 | \$ 8,945,527.60 |
| Total Paid Out by Administrative Units | \$92,206,915.30 | \$34,991,008.62 | \$127,197,923.92 |
| B. State Aid Paid Direct: | | | |
| Surety Bond Premium, Printing, Etc. | | | 6,698.11 |
| Total Support of Public Schools | | | \$127,204,622.03 |

SUMMARY OF EXPENDITURES STATE NINE MONTHS SCHOOL FUND, 1957-58
(Including School Bus Replacements)

| Classification by Objects and Items | White | Negro | Total |
|--|------------------|------------------|------------------|
| A. State Aid Paid Out by Units | | | |
| 61. General Control: | | | |
| 611. Salaries: Superintendents | \$ 1,390,150.01 | \$ | \$ 1,390,150.01 |
| 612. Travel: Superintendents | 59,933.53 | | 59,933.53 |
| 613.1. Salaries: Clerical Assistants | 679,053.90 | | 679,053.90 |
| 613.2. Property and Cost Clerks | 228,701.55 | | 228,701.55 |
| 614. Office Expense | 108,579.92 | | 108,579.92 |
| 615. County Boards of Education | 9,934.96 | | 9,934.96 |
| Total General Control | \$ 2,476,413.87 | \$ | \$ 2,476,413.87 |
| 62. Instructional Service: | | | |
| 621. Salaries: Elementary Teachers | \$62,959,638.65 | \$26,646,109.23 | \$ 89,605,747.88 |
| 622. Salaries: H. S. Teachers | 19,853,990.42 | 6,637,491.19 | 26,491,481.61 |
| 623. Salaries: | | | |
| 1. Elementary Principals | 3,417,270.80 | 1,206,851.55 | 4,624,122.35 |
| 2. High School Principals | 3,805,405.70 | 1,368,844.70 | 5,174,250.40 |
| Sub-Total Instr. Salaries | \$90,036,305.57 | \$35,859,296.67 | \$125,895,602.24 |
| 624. Instructional Supplies | \$14,543.44 | 315,062.21 | 1,129,605.65 |
| 625. Salaries: Supervisors | 824,752.25 | 260,487.00 | 1,085,239.25 |
| Total Instructional Service | \$91,675,601.26 | \$36,434,845.88 | \$128,110,447.14 |
| 63. Operation of Plant: | | | |
| 631. Wages: Janitors | \$ 3,312,799.34 | \$ 1,040,341.09 | \$ 4,353,140.43 |
| 632. Fuel | 1,641,255.38 | 561,265.39 | 2,202,520.77 |
| 633. Water, Light, Power | 556,854.66 | 171,120.52 | 727,975.18 |
| 634. Janitor's Supplies | 390,948.58 | 155,096.80 | 546,045.38 |
| 635. Telephones | 52,334.34 | 14,881.06 | 67,215.40 |
| Total Operation of Plant | \$ 5,954,192.30 | \$ 1,942,704.86 | \$ 7,896,897.16 |
| 65. Fixed Charges: | | | |
| 653. Compensation: | | | |
| School Employees | \$ 55,650.18 | \$ 5,892.10 | \$ 61,542.28 |
| 654. Reimbursement: Injured Pupils | 2,207.30 | 681.19 | 2,888.49 |
| 656. Tort Claims | 54,110.18 | 18,100.83 | 72,211.01 |
| Total Fixed Charges | \$ 111,967.66 | \$ 24,674.12 | \$ 136,641.78 |
| 66. Auxiliary Agencies: | | | |
| 661. Transportation of Pupils: | | | |
| 1. Wages of Drivers | \$ 1,264,786.00 | \$ 507,659.77 | \$ 1,772,445.77 |
| 2a. Gas, Oil, Grease | 827,584.75 | 333,926.77 | 1,161,511.52 |
| 2b. Gas Storage Equipment | 5,778.49 | 410.09 | 6,188.58 |
| 3. Salaries: Mechanics | 1,306,267.56 | 476,217.41 | 1,782,484.97 |
| 4a. Repair Parts, Batteries | 663,585.67 | 281,135.92 | 944,721.59 |
| 4b. Tires and Tubes | 252,595.68 | 91,739.51 | 344,335.19 |
| 4c. License and Title Fees | 648.54 | 209.46 | 858.00 |
| 4d. Garage Equipment | 27,046.53 | 3,060.65 | 30,107.18 |
| 5. Contract Transportation | 14,255.89 | 5,178.50 | 19,434.39 |
| Sub-Total (1-5) | \$ 4,362,549.11 | \$ 1,699,538.08 | \$ 6,062,087.19 |
| 6. Major Replacements | 1,797,508.12 | 615,323.88 | 2,412,832.00 |
| 7. Principals Bus Travel | 42,200.37 | 16,894.86 | 59,095.23 |
| Total Transportation | \$ 6,202,257.60 | \$ 2,331,756.82 | \$ 8,534,014.42 |
| 662. School Libraries | 372,787.38 | 131,766.49 | 504,553.87 |
| 664. Child Health Program | 265,239.02 | 128,341.98 | 393,581.00 |
| Total Auxiliary Agencies | \$ 6,840,284.00 | \$ 2,591,865.29 | \$ 9,432,149.29 |
| Total Paid Out by Administrative Units | \$107,058,459.09 | \$140,994,090.15 | \$148,052,549.24 |
| B. State Aid Paid Direct: | | | |
| Surety Bond Premium, Printing, Etc. | | | 8,792.25 |
| Total Support of Public Schools | | | \$148,061,341.49 |

Local Funds

Local funds are used to supplement the State current expense budget and to add to that budget in the form of other items.

Except for the 1949 and 1953 State building funds, capital outlay and debt service budgets have been the sole responsibility of local governmental agencies.

Capital outlay expenditures have varied over the years, whereas debt service has been fairly constant.

During recent years the local units have gradually increased participation in the provision of funds for current expense. (See table below.)

EXPENDITURES FROM LOCAL FUNDS

| Fiscal Year | Current Expense | Capital Outlay | Debt Service | Total |
|-------------|-----------------|----------------|-----------------|-----------------|
| 1933-34 | \$ 1,950,306.27 | \$ 942,409.03 | \$ 5,709,358.57 | \$ 8,602,073.87 |
| 1934-35 | 2,099,556.73 | 3,318,911.60 | 6,275,718.00 | 11,694,186.33 |
| 1939-40 | 5,136,723.59 | 3,804,400.24 | 6,809,941.71 | 15,751,065.54 |
| 1944-45 | 7,265,140.48 | 1,826,849.10 | 5,950,542.80 | 15,042,532.38 |
| 1949-50 | 16,214,185.16 | 22,104,092.66 | 5,900,230.03 | 44,218,507.85 |
| 1950-51 | 18,329,551.29 | 27,044,634.37 | 6,834,621.64 | 52,208,807.30 |
| 1951-52 | 19,867,706.33 | 30,195,975.93 | 7,226,354.85 | 57,290,037.11 |
| 1952-53 | 21,805,894.72 | 29,181,331.60 | 7,526,235.85 | 58,513,462.17 |
| 1953-54 | 23,464,212.21 | 36,737,399.04 | 8,279,826.44 | 68,481,437.69 |
| 1954-55 | 25,027,038.50 | 34,449,132.59 | 9,724,321.99 | 69,200,493.08 |
| 1955-56 | 27,549,117.25 | 32,970,532.73 | 10,245,151.23 | 70,764,801.21 |
| 1956-57 | 29,473,722.16 | 40,071,934.83 | 10,979,602.44 | 80,525,259.43 |
| 1957-58† | 31,660,000.00 | 40,000,000.00 | 11,000,000.00 | 82,660,000.00 |

† Estimated.



III

How Are the Schools Organized? What Facilities Are Available?

NUMBER OF SCHOOLS

Elementary Schools

The first eight years of the twelve-year program constitute the elementary schools. There were 2,029 schools of this kind in 1957-58. These schools varied in size according to number of teachers and enrollment. There is a tendency, however, for the number of small schools to decrease as new modern buildings are constructed.

Junior High Schools

Although the general pattern of organization in the State is the 8-4 plan, a few units are now operating junior high schools, grades 7, 8 and 9. In 1957-58 there were 54 junior high schools. Except for the Gaston, Mecklenburg and New Hanover county units, all of these schools were in city units.

High Schools

A high school is a school which embraces a department above the elementary grades and which offers at least the minimum high school course of study adopted by the State Board of Education. A majority of the schools in North Carolina are four-year institutions. The statistical tabulation includes all schools offering instruction in any one or more or all of grades 9, 10, 11 and 12. In 1957-58 there were 910 schools in this classification.



NUMBER OF PUBLIC ELEMENTARY SCHOOLS
WHITE AND INDIAN

| Year | 1 Teacher | 2-3 Teachers | 4-6 Teachers | 7-9 Teachers | 10-14 Teachers | 15 or more Teachers | Total |
|---------|--------------|-----------------|-----------------|-----------------|-------------------|------------------------|-------|
| 1929-30 | 978 | 1,003 | 1,129 | | | | 3,110 |
| 1934-35 | 504 | 548 | 335 | 382 | 290 | 156 | 2,215 |
| 1939-40 | 274 | 336 | 313 | 384 | 315 | 171 | 1,793 |
| 1944-45 | 192 | 234 | 268 | 371 | 347 | 231 | 1,643 |
| 1949-50 | 79 | 156 | 232 | 324 | 350 | 324 | 1,465 |
| 1954-55 | 20 | 59 | 202 | 263 | 341 | 481 | 1,366 |
| 1955-56 | 19 | 39 | 200 | 260 | 353 | 496 | 1,367 |
| 1956-57 | 15 | 34 | 194 | 265 | 345 | 514 | 1,367 |
| 1957-58 | 12 | 31 | 193 | 265 | 340 | 533 | 1,374 |

NEGRO

| | | | | | | | |
|---------|-------|-----|-----|-----|-----|-----|-------|
| 1929-30 | 1,153 | 916 | 295 | | | | 2,364 |
| 1934-35 | 982 | 916 | 252 | 64 | 50 | 26 | 2,290 |
| 1939-40 | 777 | 872 | 251 | 77 | 55 | 31 | 2,063 |
| 1944-45 | 619 | 771 | 224 | 94 | 81 | 48 | 1,837 |
| 1949-50 | 284 | 621 | 225 | 96 | 83 | 78 | 1,387 |
| 1954-55 | 79 | 248 | 147 | 103 | 110 | 164 | 851 |
| 1955-56 | 56 | 211 | 139 | 82 | 127 | 176 | 791 |
| 1956-57 | 39 | 164 | 131 | 82 | 126 | 190 | 732 |
| 1957-58 | 18 | 122 | 94 | 82 | 124 | 215 | 655 |

TOTAL

| | | | | | | | |
|---------|-------|-------|-------|-----|-----|-----|-------|
| 1929-30 | 2,131 | 1,919 | 1,424 | | | | 5,474 |
| 1934-35 | 1,486 | 1,464 | 587 | 446 | 340 | 182 | 4,505 |
| 1939-40 | 1,051 | 1,208 | 564 | 461 | 370 | 202 | 3,856 |
| 1944-45 | 811 | 1,005 | 492 | 465 | 428 | 279 | 3,480 |
| 1949-50 | 363 | 777 | 457 | 420 | 433 | 402 | 2,852 |
| 1954-55 | 99 | 307 | 349 | 366 | 451 | 645 | 2,217 |
| 1955-56 | 75 | 250 | 339 | 342 | 480 | 672 | 2,158 |
| 1956-57 | 54 | 198 | 325 | 347 | 471 | 704 | 2,099 |
| 1957-58 | 30 | 153 | 287 | 347 | 464 | 748 | 2,029 |

NUMBER PUBLIC HIGH SCHOOLS
WHITE AND INDIAN

| Year | 1-2 Teachers | 3-5 Teachers | 6-11 Teachers | 12 or more Teachers | Total |
|---------|-----------------|-----------------|------------------|------------------------|-------|
| 1929-30 | 101 | 403 | 243 | | 747 |
| 1934-35 | 49 | 416 | 207 | 53 | 725 |
| 1939-40 | 22 | 358 | 288 | 83 | 751 |
| 1944-45 | 48 | 356 | 284 | 60 | 748 |
| 1949-50 | 21 | 226 | 369 | 107 | 723 |
| 1954-55 | 19 | 139 | 360 | 180 | 698 |
| 1955-56 | 13 | 127 | 354 | 189 | 683 |
| 1956-57 | 12 | 118 | 336 | 205 | 671 |
| 1957-58 | 10 | 109 | 321 | 226 | 666 |

NEGRO

| | | | | | |
|---------|----|-----|-----|----|-----|
| 1929-30 | 44 | 52 | 23 | | 119 |
| 1934-35 | 69 | 86 | 24 | 10 | 189 |
| 1939-40 | 46 | 105 | 60 | 13 | 224 |
| 1944-45 | 41 | 116 | 60 | 13 | 230 |
| 1949-50 | 24 | 97 | 85 | 29 | 235 |
| 1954-55 | 13 | 45 | 120 | 57 | 235 |
| 1955-56 | 11 | 44 | 120 | 62 | 237 |
| 1956-57 | 14 | 32 | 128 | 67 | 241 |
| 1957-58 | 12 | 31 | 133 | 68 | 244 |

TOTAL

| | | | | | |
|---------|-----|-----|-----|-----|-----|
| 1929-30 | 145 | 455 | 266 | | 866 |
| 1934-35 | 118 | 502 | 331 | 63 | 914 |
| 1939-40 | 68 | 463 | 348 | 96 | 975 |
| 1944-45 | 89 | 472 | 344 | 73 | 978 |
| 1949-50 | 45 | 323 | 454 | 136 | 958 |
| 1954-55 | 32 | 184 | 480 | 237 | 933 |
| 1955-56 | 24 | 171 | 474 | 251 | 920 |
| 1956-57 | 26 | 150 | 464 | 272 | 912 |
| 1957-58 | 22 | 140 | 454 | 294 | 910 |

SCHOOLHOUSES AND VALUE OF PROPERTY

Number of Schoolhouses

The erection of schoolhouses and the care of school property are responsibilities of boards of education. Construction is financed by bond issues, borrowed money, gifts, tax levies, and State grants.

As the school population has increased and new facilities have been needed, there has been a tendency, by reason of consolidation, for the number of schoolhouses to decrease (See table). In 1957-58, the total was 3,132.

Value of Property

The value of all school property—sites and buildings, furniture and equipment including library books—tends to increase as newer needed facilities are provided. This total appraised value in 1957-58 was \$620,413,565. On a per pupil enrolled basis the value was \$585.19.

State Grants

The General Assembly of 1949, recognizing the inability of the local units to finance the total needs for school facilities, made provision for \$50,000,000 for school plant construction, improvement and repairs. A second \$50,000,000 was provided by the General Assembly of 1953.

The State Board of Education was authorized to allocate these funds to the local units on the basis of specifically approved projects. The following table shows the number of projects and money approved therefor to June 30, 1958:

| GRANTS FROM \$100,000,000 STATE FUNDS | | |
|---------------------------------------|-------------------|------------------|
| Year | Projects Approved | Amounts Approved |
| 1949-50 | 256 | \$14,517,957.75 |
| 1950-51 | 251 | 23,326,340.70 |
| 1951-52 | 101 | 8,104,289.40 |
| 1952-53 | 42 | 2,251,922.02 |
| 1953-54 | 42 | 3,094,815.36 |
| 1954-55 | 182 | 12,241,014.81 |
| 1955-56 | 166 | 14,057,046.09 |
| 1956-57 | 157 | 13,193,121.43 |
| 1957-58 | 57 | 4,369,015.57 |
| Totals to June 30, 1958 | 1,254 | \$95,155,523.13 |



NUMBER OF SCHOOLHOUSES

| Year | White | Negro | Total |
|---------|-------|-------|-------|
| 1919-20 | 5,552 | 2,442 | 7,994 |
| 1924-25 | 4,655 | 2,431 | 7,086 |
| 1929-30 | 3,460 | 2,365 | 5,825 |
| 1934-35 | 2,511 | 2,267 | 4,778 |
| 1939-40 | 2,123 | 2,084 | 4,207 |
| 1944-45 | 1,978 | 1,918 | 3,896 |
| 1949-50 | 1,919 | 1,640 | 3,559 |
| 1950-51 | 1,937 | 1,519 | 3,456 |
| 1951-52 | 1,934 | 1,370 | 3,304 |
| 1952-53 | 2,012 | 1,272 | 3,284 |
| 1953-54 | 1,977 | 1,220 | 3,197 |
| 1954-55 | 1,989 | 1,201 | 3,190 |
| 1955-56 | 2,039 | 1,122 | 3,161 |
| 1956-57 | 2,082 | 1,112 | 3,194 |
| 1957-58 | 2,122 | 1,010 | 3,132 |

APPRAISED VALUE OF SCHOOL PROPERTY

| | WHITE | | NEGRO | | TOTAL | |
|---------|---------------|----------|--------------|----------|---------------|----------|
| | Total | Pupil* | Total | Pupil* | Total | Pupil* |
| 1919-20 | \$ 21,670,514 | \$ 45.32 | \$ 2,387,324 | \$ 11.20 | \$ 24,047,838 | \$ 34.80 |
| 1924-25 | 63,434,665 | 113.40 | 7,271,170 | 29.03 | 70,705,835 | 87.31 |
| 1929-30 | 98,946,273 | 162.92 | 11,475,042 | 44.20 | 110,421,315 | 127.37 |
| 1934-35 | 94,290,164 | 152.99 | 12,309,808 | 44.55 | 106,599,972 | 119.42 |
| 1939-40 | 103,724,982 | 167.36 | 15,154,892 | 55.93 | 118,897,874 | 133.46 |
| 1944-45 | 114,660,497 | 203.80 | 18,285,060 | 73.08 | 132,945,557 | 163.56 |
| 1949-50 | 196,797,199 | 314.29 | 34,211,069 | 127.38 | 231,008,069 | 258.47 |
| 1950-51 | 235,852,975 | 370.54 | 46,705,140 | 170.91 | 282,558,115 | 310.58 |
| 1951-52 | 287,262,871 | 448.09 | 63,381,987 | 232.01 | 350,644,858 | 383.52 |
| 1952-53 | 316,483,762 | 484.94 | 77,408,825 | 280.06 | 393,892,587 | 423.99 |
| 1953-54 | 349,395,927 | 511.35 | 89,509,758 | 314.31 | 438,905,685 | 453.38 |
| 1954-55 | 381,088,651 | 539.70 | 98,963,164 | 336.65 | 480,051,815 | 480.02 |
| 1955-56 | 411,147,161 | 569.09 | 108,459,497 | 359.99 | 519,606,658 | 507.55 |
| 1956-57 | 442,812,970 | 604.33 | 121,584,047 | 396.35 | 564,397,017 | 542.96 |
| 1957-58 | 481,659,315 | 645.55 | 138,754,250 | 441.80 | 620,413,565 | 585.19 |

* Enrolled.

LENGTH OF SCHOOL TERM

The minimum Constitutional school term of 120 days, established by an amendment in 1917, became effective in 1919-20. Administrative units and districts were permitted to extend the term by a vote of the people.

The State by act of the General Assembly of 1931 assumed responsibility for financial support of the six-months term on State standards of cost. Aid was continued up to eight months uniform basis in special high school districts.

In 1933 an eight months uniform State-supported school term was established. This term was extended to nine months in 1943.

TRANSPORTATION

The annual State appropriation for public schools includes an amount for the maintenance and operation of school buses in county units. A separate appropriation is made for the purchase of replacement buses. No State funds are provided for transportation in city units.

County boards of education purchase all original buses from local funds. Replacements are purchased with State funds.

Transportation is furnished in county units to all children living beyond one and a half miles from the school which they attend.

Bus drivers are paid at the rate of \$25.00 per school month. Most drivers are high school students.





SCHOOL TRANSPORTATION

| Year | Schools Served | No. of Vehicles | Pupils Transported | % Enrollment Transported | Cost of Operation* | Cost per Pupil | Daily Miles Traveled |
|----------|----------------|-----------------|--------------------|--------------------------|--------------------|----------------|----------------------|
| 1919-20 | - | 150 | 7,936 | 1.1 | \$ | \$ | |
| 1924-25 | - | 1,909 | 69,295 | 8.6 | 994,611.69 | 14.35 | 40,667 |
| 1929-30 | 1,266 | 4,046 | 181,494 | 20.9 | 2,273,287.55 | 12.53 | 108,001 |
| 1934-35 | 1,208 | 4,014 | 256,775 | 28.8 | 1,936,985.82 | 7.54 | 131,435 |
| 1939-40 | 1,469 | 4,526 | 334,362 | 37.5 | 2,417,659.65 | 7.23 | 154,759 |
| 1944-45 | 1,367 | 4,852 | 300,904 | 37.0 | 3,600,159.04 | 11.96 | 155,567 |
| 1949-50 | 1,538 | 5,846 | 396,783 | 44.4 | 6,110,739.16 | 15.40 | 211,887 |
| White | 1,080 | 4,658 | 313,747 | 50.2 | 4,901,132.03 | 15.62 | 153,296 |
| Negro | 458 | 1,188 | 83,036 | 30.9 | 1,209,607.13 | 14.57 | 58,591 |
| 1950-51 | 1,568 | 6,173 | 410,692 | 45.1 | 6,486,083.39 | 15.79 | 227,990 |
| White | 1,072 | 4,800 | 317,972 | 50.0 | 5,066,667.74 | 15.93 | 160,246 |
| Negro | 496 | 1,373 | 92,720 | 33.9 | 1,419,415.65 | 15.31 | 67,754 |
| 1951-52 | 1,563 | 6,515 | 421,020 | 46.0 | 7,356,561.56 | 17.47 | 239,164 |
| White | 1,065 | 4,947 | 320,301 | 50.0 | 5,645,917.09 | 17.63 | 165,010 |
| Negro | 498 | 1,568 | 100,719 | 36.9 | 1,710,644.47 | 16.98 | 74,154 |
| 1952-53 | 1,580 | 6,799 | 431,138 | 46.4 | 7,978,052.28 | 18.50 | 247,361 |
| White | 1,074 | 5,076 | 321,826 | 49.3 | 6,043,796.90 | 18.78 | 168,579 |
| Negro | 506 | 1,723 | 109,310 | 39.5 | 934,255.38 | 17.70 | 78,782 |
| 1953-54 | 1,642 | 7,043 | 458,128 | 47.3 | 7,364,078.76 | 16.07 | 255,678 |
| White | 1,096 | 5,211 | 338,809 | 49.6 | 5,473,650.99 | 16.16 | 171,790 |
| Negro | 546 | 1,832 | 119,319 | 41.9 | 1,890,427.77 | 15.84 | 83,888 |
| 1954-55 | 1,649 | 7,293 | 469,844 | 47.0 | 7,538,432.30 | 16.04 | 262,132 |
| White | 1,111 | 5,354 | 346,109 | 49.0 | 5,602,990.38 | 16.19 | 175,882 |
| Negro | 538 | 1,939 | 123,735 | 42.1 | 1,935,441.92 | 15.64 | 86,250 |
| 1955-56 | 1,738 | 7,539 | 484,355 | 47.3 | 7,831,097.04 | 16.17 | 270,095 |
| White | 1,156 | 5,487 | 354,380 | 49.1 | 5,805,585.94 | 16.38 | 178,746 |
| Negro | 582 | 2,052 | 130,075 | 43.2 | 2,025,511.10 | 15.57 | 91,349 |
| 1956-57 | 1,722 | 7,732 | 497,609 | 47.9 | 8,607,339.56 | 17.30 | 279,804 |
| White | 1,151 | 5,582 | 362,050 | 49.4 | 6,444,490.76 | 17.80 | 185,993 |
| Negro | 571 | 2,150 | 135,559 | 44.2 | 2,162,848.80 | 15.96 | 93,811 |
| 1957-58† | 1,704 | 7,951 | 504,502 | 47.6 | 9,081,000.00 | 18.00 | 284,365 |
| White | 1,178 | 5,674 | 363,726 | 48.7 | 6,675,000.00 | 18.35 | 187,414 |
| Negro | 526 | 2,277 | 140,776 | 44.8 | 2,406,000.00 | 17.09 | 96,951 |

†Cost estimated

* Including replacements.

INSURANCE

The General Assembly of 1949 authorized the State Board of Education to establish a "Division of Insurance of the State Board of Education." This division, which began operation July 1, 1949, provides a fire insurance program for the schools of North Carolina on an optional basis. Engineers trained in fire safety make periodic inspections of all public school properties insured in the "Public School Insurance Fund." These inspections are the basis for offering advice on how to safeguard the children in the public schools from death and injury from school fires or explosions, and how to protect school properties from loss.

As of June 30, 1958, 96 of the 174 administrative school units were provided with insurance in excess of \$258,000,000. Many of these administrative units are provided with a sound, economical fire insurance program for the first time.

PUBLIC SCHOOL INSURANCE FUND, 1949 to 1958

| Year | Insurance In Force At End of Per'od | Earned Premiums | Fire Loss | Loss Ratio To Earned Premiums | Net Profit |
|---------|---|--------------------|----------------|-------------------------------------|----------------|
| 1949-50 | \$ 41,943,735.26 | \$ 78,862.14 | \$ 16,078.98 | 20.39% | \$ 85,479.21 |
| 1950-51 | 76,353,188.70 | 189,614.76 | 91,296.73 | 48.15 | 117,773.38 |
| 1951-52 | 115,490,287.74 | 274,365.96 | 40,666.81 | 14.82 | 249,050.10 |
| 1952-53 | 147,318,075.04 | 352,237.68 | 356,610.50 | 101.24 | 29,336.26 |
| 1953-54 | 171,254,967.17 | 414,163.73 | 238,082.00 | 57.48 | 222,236.16 |
| 1954-55 | 196,247,820.51 | 457,520.85 | 332,108.17 | 72.59 | 152,556.43 |
| 1955-56 | 221,509,929.32 | 490,636.88 | 186,289.62 | 37.97 | 339,897.36 |
| 1956-57 | 238,253,104.65 | 516,474.49 | 355,515.93 | 68.84 | 200,975.68 |
| 1957-58 | 258,606,937.00 | 538,765.44 | 209,229.58 | 38.84 | 359,339.35 |
| Total | ..... | \$3,312,641.93 | \$1,825,878.32 | 55.12% | \$1,756,643.93 |



TEXTBOOKS

Textbooks used in the public schools are adopted by the State Board of Education.

All books submitted for a particular subject adoption are evaluated by a Textbook Commission appointed by the Governor upon recommendation of the State Superintendent and composed of teachers, principals, supervisors, and superintendents. A written report on each book is made by each person making the evaluation.

Textbooks are purchased and distributed by the Division of Textbooks of the Controller's Office to the county and city units. Basal books are furnished free for grades 1-8. Books used in the high schools, grades 9-12, are furnished under a rental plan. Supplementary readers for use in the elementary grades are also rented to the schools.

INVENTORY OF BOOKS (At the close of each fiscal year)

| Year | Basal Elementary Books (Free) | High School Books | Supple- mentary Readers | Elementary Library Books | H.S. Library Books |
|---------|-------------------------------------|-------------------------|-------------------------------|--------------------------------|--------------------------|
| 1939-40 | 5,050,532 | 1,016,135 | 505,186 | 5,736 | 111,384 |
| 1944-45 | 5,096,135 | 1,767,157 | 835,460 | 263,130 | 275,190 |
| 1949-50 | 6,700,336 | 1,406,619 | 1,385,658 | 565,629 | 292,170 |
| 1950-51 | 6,968,118 | 1,386,110 | 1,559,326 | 638,160 | 299,808 |
| 1951-52 | 7,725,211 | 1,391,090 | 1,657,055 | 636,725 | 326,465 |
| 1952-53 | 8,339,387 | 1,331,630 | 1,856,190 | 716,361 | 328,700 |
| 1953-54 | 8,208,385 | 1,349,378 | 1,993,562 | 728,600 | 362,954 |
| 1954-55 | 8,384,982 | 1,507,090 | 2,162,974 | 784,766 | 363,367 |
| 1955-56 | 7,398,205 | 1,359,423 | 2,305,462 | 766,136 | 383,727 |
| 1956-57 | 7,336,697 | 1,479,251 | 2,450,836 | 831,358 | 348,748 |
| 1957-58 | 7,467,679 | 1,554,713 | 2,636,829 | 861,071 | |

EXPENDITURES

(This includes the cost of books, cost of rebinding and operating expenses)

| Year | | | | | |
|-----------|---------------|--------------|--------------|-------------|--------------|
| 1939-40 | \$ 193,324.74 | \$225,131.92 | \$ 19,115.09 | \$ 4,180.12 | \$ 87,237.78 |
| 1944-45 | 221,243.01 | 993,404.58 | 69,049.18 | 40,209.02 | 33,859.96 |
| 1949-50 | 982,179.10 | 305,377.10 | 116,778.16 | 101,523.05 | 100,060.23 |
| 1950-51 | 988,949.95 | 266,703.37 | 138,738.47 | 216,801.44 | 107,320.93 |
| 1951-52 | 1,568,305.33 | 370,756.15 | 148,217.44 | 176,073.54 | 124,504.06 |
| 1952-53 | 1,598,524.87 | 476,149.19 | 153,025.55 | 293,375.16 | 137,820.82 |
| 1953-54 | 925,069.04 | 490,520.42 | 145,534.44 | 263,067.96 | 169,133.35 |
| 1954-55 | 1,110,043.19 | 514,829.77 | 213,850.15 | 286,230.46 | 137,585.22 |
| 1955-56 | 2,056,282.26 | 683,446.85 | 167,676.52 | 203,484.98 | 178,382.62 |
| 1956-57 | 1,603,338.64 | 570,564.49 | 183,476.74 | 339,691.88 | 168,839.67 |
| 1957-58 * | 1,371,833.43 | 809,414.41 | 208,633.49 | 345,727.46 | |

* Estimated.

PRINTING AND PUBLICATIONS

Necessary forms and printed materials for use in the administration and operation of the public schools are printed and distributed by the State offices. Costs of this printed material are borne partly by State and partly by local funds.

The State Department of Public Instruction has continued to publish the *North Carolina Public School Bulletin*, which is sent free to persons interested in public education. Curriculum bulletins, suggestive in nature and often done cooperatively by State Department personnel and educators in the field, are issued as needed.

PUBLICATIONS ISSUED DURING 1956-58

| Title | No. Copies |
|---|------------|
| Indoor Play Activities | 10,000 |
| North Carolina Public Schools, Biennial Report, Part I, 1954-1956 | 6,000 |
| Educational Directory of North Carolina, 1956-57 | 4,750 |
| Evaluation of Sets of Books for School Libraries | 5,000 |
| The Constitution of the State of North Carolina | 10,000 |
| School Visits to Raleigh | 25,000 |
| About Going to College | 7,500 |
| Biennial Report, Part III, 1949-50 | 1,200 |
| Fire Safety | 10,000 |
| Athletics in the Public Schools (Reprint) | 6,000 |
| Educational Directory of North Carolina, 1957-58 | 5,000 |
| North Carolina Laws Relating to Public School Construction | 1,400 |
| Driver Education | 7,500 |



SCHOOL LUNCH PROGRAM

The school lunch program began operation in 1943-44. There were in 1957-58 a total of 1739 schools operating lunchrooms on the Federal reimbursement program. In addition, there were about 110 schools which operated lunchrooms without Federal reimbursements.

Primary purposes of this program are to improve food habits, to promote better nutrition, and to use the lunchroom as a laboratory for teaching. Much effort has been made to correlate regular classroom teaching with activities in the lunchroom.

STATISTICS CONCERNING LUNCHROOMS (Federal Reimbursement Program)

| Year | 1. No. Schools White | 2. No. Schools Negro | 3. Operated Total | 4. Lunches Served* | 5. Number Free | 6. Pct. Free |
|---------|-------------------------|-------------------------|----------------------|-----------------------|-------------------|-----------------|
| 1943-44 | 479 | 70 | 549 | 10,953,780 | ** | ** |
| 1944-45 | 769 | 146 | 915 | 25,616,827 | 2,137,621 | 8.34 |
| 1949-50 | 1,141 | 281 | 1,422 | 47,879,054 | 3,436,543 | 7.18 |
| 1950-51 | 1,172 | 308 | 1,480 | 55,835,418 | 3,854,365 | 6.90 |
| 1951-52 | 1,217 | 309 | 1,526 | 60,545,975 | 3,699,945 | 6.11 |
| 1952-53 | 1,230 | 356 | 1,586 | 64,780,705 | 3,762,430 | 5.81 |
| 1953-54 | 1,260 | 352 | 1,612 | 72,721,895 | 4,826,392 | 6.64 |
| 1954-55 | 1,273 | 382 | 1,655 | 83,331,637 | 6,424,273 | 7.71 |
| 1955-56 | 1,296 | 332 | 1,628 | 79,016,870 | 5,424,006 | 6.86 |
| 1956-57 | 1,328 | 353 | 1,681 | 84,283,746 | 5,683,426 | 6.74 |
| 1957-58 | 1,351 | 388 | 1,739 | 86,386,111 | 5,973,145 | 6.91 |

* Includes "milk only" luncheon to 1955-56.

** Data not available.

4. Cash Income from Program

| | Sale of Lunches | USDA Reimbursement | Other | Total |
|---------|--------------------|-----------------------|--------------|---------------|
| 1943-44 | \$ | \$ 760,636.20 | \$ | \$ 760,636.20 |
| 1944-45 | 2,389,447.18 | 2,254,004.08 | 34,021.07 | 4,677,472.33 |
| 1949-50 | 7,940,674.55 | 2,876,998.41 | 546,855.32 | 11,364,528.28 |
| 1950-51 | 9,402,883.24 | 3,098,645.14 | 652,694.26 | 13,154,222.64 |
| 1951-52 | 10,918,896.72 | 3,005,949.00 | 789,988.50 | 14,714,834.22 |
| 1952-53 | 13,167,075.55 | 3,004,232.00 | 162,824.72 | 16,334,132.27 |
| 1953-54 | 14,628,968.87 | 2,941,399.45 | 167,517.03 | 17,737,885.35 |
| 1954-55 | 16,397,697.12 | 3,118,451.51 | 948,115.72 | 20,464,264.35 |
| 1955-56 | 17,514,484.33 | 2,911,125.55 | 928,498.77 | 21,354,108.65 |
| 1956-57 | 18,922,037.44 | 3,464,431.62 | 998,407.44 | 23,384,876.50 |
| 1957-58 | 19,727,662.30 | 3,447,163.00 | 1,091,075.21 | 24,265,900.51 |

5. Expenditures

| | Food | Labor | Other | Total |
|---------|---------------|--------------|--------------|---------------|
| 1943-44 | \$ | \$ | \$ | \$ |
| 1944-45 | 3,078,514.64 | 1,115,036.64 | 348,926.68 | 4,542,477.96 |
| 1949-50 | 7,068,911.92 | 2,713,838.71 | 898,291.46 | 10,681,042.09 |
| 1950-51 | 8,772,002.16 | 3,119,530.01 | 1,241,905.19 | 13,133,437.36 |
| 1951-52 | 10,205,271.23 | 3,464,082.42 | 1,172,746.56 | 14,842,100.21 |
| 1952-53 | 10,744,185.83 | 3,702,960.87 | 1,269,787.18 | 15,716,933.58 |
| 1953-54 | 11,700,378.27 | 4,206,469.04 | 1,783,130.81 | 17,689,978.12 |
| 1954-55 | 14,027,435.85 | 4,659,436.29 | 1,828,472.62 | 20,515,344.76 |
| 1955-56 | 14,659,207.38 | 5,056,422.92 | 1,717,447.26 | 21,433,077.56 |
| 1956-57 | 14,932,877.91 | 5,519,176.90 | 2,145,134.34 | 22,597,189.15 |
| 1957-58 | 17,058,248.63 | 5,995,988.49 | 1,908,899.13 | 24,963,136.25 |

IV

How Many Children Are Enrolled? How Well Do Children Attend? How Many Students Graduate from High School and What Becomes of Them?

ENROLLMENT AND ATTENDANCE

Enrollment in the public schools of North Carolina is steadily increasing. In 1957-58 there was a total of 1,060,187 pupils.

Average daily attendance has increased even more rapidly than enrollment, thus indicating greater determination on the part of present-day boys and girls to take advantage of educational opportunities.

Distribution of enrollment by grades shows greater numbers in both elementary and high schools. According to the percentage by grades, the distribution of enrollment was somewhat better in 1957-58 than in 1949-50.

| ENROLLMENT BY GRADES (Code a + e) | | | | | | | | |
|--------------------------------------|---------|---------|----------|---------|---------|---------|----------|---------|
| Grade | WHITE | | | | NEGRO | | | |
| | Number | | Per Cent | | Number | | Per Cent | |
| | 1949-50 | 1957-58 | 1949-50 | 1957-58 | 1949-50 | 1957-58 | 1949-50 | 1957-58 |
| 1 | 76,539 | 74,596 | 12.2 | 10.0 | 42,129 | 39,906 | 15.7 | 12.7 |
| 2 | 66,657 | 72,054 | 10.7 | 9.7 | 31,594 | 35,586 | 11.8 | 11.3 |
| 3 | 63,083 | 73,768 | 10.1 | 9.9 | 29,943 | 34,418 | 11.1 | 11.0 |
| 4 | 60,976 | 76,511 | 9.7 | 10.2 | 28,824 | 33,288 | 10.7 | 10.6 |
| 5 | 58,743 | 80,668 | 9.4 | 10.8 | 26,596 | 31,444 | 9.9 | 10.0 |
| 6 | 57,098 | 65,088 | 9.1 | 8.7 | 23,896 | 27,141 | 8.9 | 8.6 |
| 7 | 54,506 | 61,680 | 8.7 | 8.3 | 21,710 | 24,908 | 8.1 | 7.9 |
| 8 | 49,766 | 60,243 | 8.0 | 8.1 | 19,216 | 23,377 | 7.2 | 7.6 |
| Ungraded | 398 | 398 | .1 | .1 | 230 | 123 | .1 | .0 |
| Elementary | 487,666 | 546,986 | 78.0 | 75.8 | 224,138 | 250,191 | 83.5 | 79.7 |
| 9 | 45,520 | 61,145 | 7.3 | 8.2 | 16,313 | 22,224 | 6.1 | 7.1 |
| 10 | 36,742 | 48,837 | 5.9 | 6.5 | 12,221 | 17,242 | 4.6 | 5.5 |
| 11 | 29,394 | 38,987 | 4.7 | 5.2 | 8,997 | 13,620 | 3.3 | 4.3 |
| 12 | 25,680 | 32,130 | 4.1 | 4.3 | 6,834 | 10,720 | 2.5 | 3.4 |
| Ungraded | 165 | 36 | .0 | .0 | 75 | 68 | .0 | .0 |
| High School | 137,501 | 181,135 | 22.0 | 24.2 | 44,440 | 63,875 | 16.5 | 20.3 |
| Total | 625,167 | 746,121 | 100.0 | 100.0 | 268,758 | 314,066 | 100.0 | 100.0 |

**ENROLLMENT AND ATTENDANCE
ELEMENTARY SCHOOLS**

| Year | Enrollment (Code a + e) | | | Average Daily Attendance | | |
|----------|-------------------------|---------|---------|--------------------------|---------|---------|
| | White | Negro | Total | White | Negro | Total |
| 1939-40 | 456,331 | 231,359 | 687,690 | 411,684 | 195,084 | 606,768 |
| 1944-45* | 461,683 | 222,063 | 683,746 | 412,942 | 186,197 | 599,139 |
| 1949-50 | 487,666 | 224,138 | 711,804 | 441,104 | 194,523 | 635,627 |
| 1950-51 | 494,258 | 225,597 | 719,855 | 449,671 | 198,560 | 648,231 |
| 1951-52 | 496,677 | 223,714 | 720,391 | 450,001 | 194,846 | 644,847 |
| 1952-53 | 503,751 | 224,664 | 728,415 | 456,821 | 195,737 | 652,558 |
| 1953-54 | 530,463 | 231,136 | 761,599 | 485,193 | 204,679 | 689,872 |
| 1954-55 | 547,476 | 237,529 | 785,005 | 502,811 | 209,906 | 712,717 |
| 1955-56 | 558,387 | 242,487 | 800,874 | 513,273 | 215,161 | 728,434 |
| 1956-57 | 562,572 | 246,068 | 808,640 | 519,558 | 217,974 | 737,532 |
| 1957-58 | 564,986 | 250,191 | 815,177 | 512,846 | 219,741 | 732,587 |

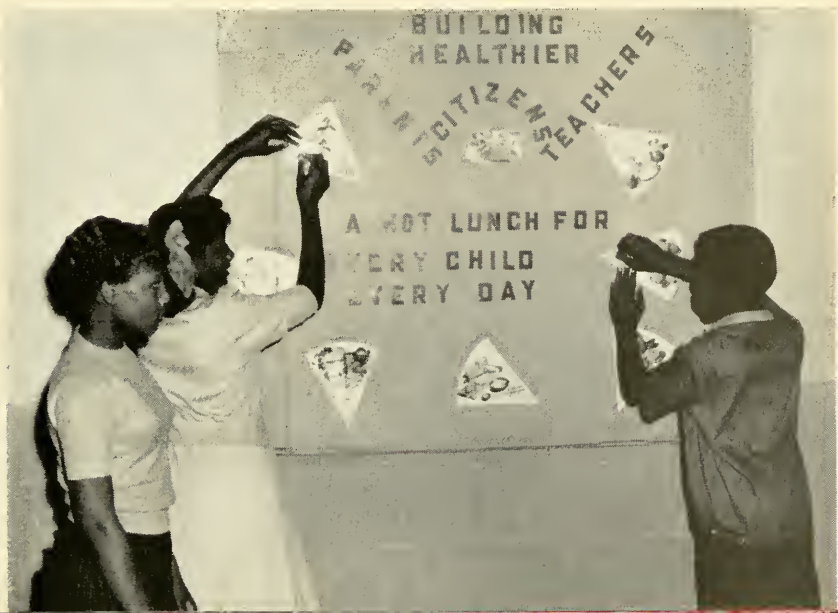
HIGH SCHOOLS

| | | | | | | |
|----------|---------|--------|---------|---------|--------|---------|
| 1939-40 | 163,436 | 39,603 | 203,039 | 148,095 | 35,140 | 183,235 |
| 1944-45* | 100,938 | 28,142 | 129,080 | 89,608 | 24,399 | 114,007 |
| 1949-50 | 137,501 | 44,440 | 181,941 | 123,508 | 38,556 | 162,064 |
| 1950-51 | 142,247 | 47,675 | 189,922 | 126,446 | 41,359 | 167,805 |
| 1951-52 | 144,404 | 49,474 | 193,828 | 128,556 | 42,703 | 171,259 |
| 1952-53 | 148,871 | 51,737 | 200,608 | 132,782 | 44,380 | 177,162 |
| 1953-54 | 152,821 | 53,646 | 206,467 | 137,758 | 46,535 | 184,293 |
| 1954-55 | 158,634 | 56,436 | 215,070 | 142,707 | 48,605 | 191,312 |
| 1955-56 | 164,074 | 58,799 | 222,873 | 147,825 | 50,840 | 198,665 |
| 1956-57 | 170,159 | 60,688 | 230,847 | 153,464 | 52,347 | 205,811 |
| 1957-58 | 181,135 | 63,875 | 245,010 | 162,623 | 55,101 | 217,724 |

ALL SCHOOLS

| | | | | | | |
|----------|---------|---------|-----------|---------|---------|---------|
| 1939-40 | 619,767 | 270,962 | 890,729 | 559,779 | 230,224 | 790,003 |
| 1944-45* | 562,621 | 250,205 | 812,826 | 502,550 | 210,596 | 713,146 |
| 1949-50 | 625,167 | 268,578 | 893,745 | 564,612 | 233,079 | 797,691 |
| 1950-51 | 636,505 | 273,272 | 909,777 | 576,117 | 239,919 | 816,036 |
| 1951-52 | 641,081 | 273,188 | 914,269 | 578,557 | 237,549 | 816,106 |
| 1952-53 | 652,622 | 276,401 | 929,023 | 589,603 | 240,117 | 829,720 |
| 1953-54 | 683,284 | 284,782 | 968,066 | 622,951 | 251,214 | 874,165 |
| 1954-55 | 706,110 | 293,965 | 1,000,075 | 645,518 | 258,511 | 904,029 |
| 1955-56 | 722,461 | 301,286 | 1,023,747 | 661,098 | 266,001 | 927,099 |
| 1956-57 | 732,731 | 306,756 | 1,039,487 | 673,022 | 270,321 | 943,343 |
| 1957-58 | 746,121 | 314,066 | 1,060,187 | 675,469 | 274,842 | 950,311 |

* An eighth grade was added to elementary schools in 1943-44.



MEMBERSHIP AND ATTENDANCE

How well pupils attend school is indicated by the relationship between the average length of school term and the per cent of membership in attendance. During the 1957-58 term, 1,025,789 pupils attended school an average of 167 days. Records show that high school pupils attend school slightly better than pupils in the elementary grades.

Many units find it helpful to employ attendance workers for solving school attendance problems and thereby improving school attendance. During 1957-58, 73 units (40 county and 33 city) employed 72 persons in this capacity.

PERCENTAGE OF A.D.M. IN A.D.A.

| Year | WHITE | | | NEGRO | | | TOTAL | | |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Elem. | H. S. | Total | Elem. | H. S. | Total | Elem. | H. S. | Total |
| 1934-35 | 91.7 | 95.2 | 92.5 | 89.2 | 94.1 | 89.7 | 90.9 | 95.0 | 91.6 |
| 1939-40 | 94.1 | 95.7 | 95.4 | 90.1 | 93.9 | 90.7 | 92.8 | 95.3 | 93.4 |
| 1944-45 | 93.6 | 94.8 | 93.8 | 89.6 | 92.6 | 89.9 | 92.3 | 94.3 | 92.6 |
| 1949-50 | 93.4 | 94.6 | 93.7 | 91.0 | 92.7 | 91.3 | 92.7 | 94.1 | 93.0 |
| 1950-51 | 94.0 | 94.5 | 94.1 | 92.0 | 93.1 | 92.2 | 93.3 | 94.2 | 93.5 |
| 1951-52 | 93.6 | 94.1 | 93.7 | 92.8 | 92.3 | 91.2 | 93.4 | 93.6 | 93.0 |
| 1952-53 | 93.7 | 94.2 | 93.8 | 90.7 | 91.8 | 90.9 | 92.8 | 93.6 | 92.9 |
| 1953-54 | 94.3 | 94.7 | 94.4 | 91.9 | 92.6 | 92.0 | 93.6 | 94.2 | 93.7 |
| 1954-55 | 94.5 | 94.6 | 94.5 | 91.7 | 92.3 | 91.8 | 93.7 | 94.0 | 93.7 |
| 1955-56 | 94.6 | 94.8 | 94.6 | 91.8 | 92.3 | 91.9 | 93.7 | 94.2 | 93.8 |
| 1956-57 | 95.0 | 94.9 | 95.0 | 91.5 | 91.9 | 91.6 | 93.9 | 94.1 | 94.0 |
| 1957-58 | 93.3 | 94.0 | 93.5 | 90.5 | 91.3 | 90.7 | 92.4 | 93.3 | 92.6 |

AVERAGE NUMBER OF DAYS ATTENDED PER PUPIL IN MEMBERSHIP

(Average term multiplied by per cent membership in attendance)

| Year | White | Negro | Total |
|---------|-------|-------|-------|
| 1934-35 | 148.3 | 142.6 | 146.5 |
| 1939-40 | 156.8 | 148.9 | 153.5 |
| 1944-45 | 167.3 | 160.5 | 165.2 |
| 1949-50 | 168.7 | 164.2 | 167.4 |
| 1950-51 | 169.3 | 165.9 | 168.2 |
| 1951-52 | 168.6 | 164.1 | 167.3 |
| 1952-53 | 168.7 | 163.5 | 167.1 |
| 1953-54 | 169.9 | 165.6 | 168.7 |
| 1954-55 | 170.1 | 165.2 | 168.7 |
| 1955-56 | 170.3 | 165.4 | 168.8 |
| 1956-57 | 171.0 | 164.9 | 169.2 |
| 1957-58 | 168.3 | 163.3 | 166.7 |



DROP-OUTS AND ABSENCES

There is a downward trend in both drop-outs and absences. In 1957-58 fewer than 5 per cent of enrollment dropped out of school and the number of absences was at an all-time low. These facts indicate an increasingly better holding power of the public schools.

DROP-OUTS* AND ABSENCES

| Year | WHITE | | | | NEGRO | | | |
|---------|-----------|----------|------------------------|----------|-----------|----------|------------------------|----------|
| | Drop-Outs | Per Cent | Average Daily Absences | Per Cent | Drop-Outs | Per Cent | Average Daily Absences | Per Cent |
| 1934-35 | 52,891 | 8.6 | 43,714 | 7.5 | 18,402 | 6.7 | 25,939 | 10.3 |
| 1939-40 | 39,640 | 6.4 | 32,634 | 5.5 | 15,849 | 5.8 | 23,615 | 9.3 |
| 1944-45 | 38,762 | 6.9 | 33,182 | 6.2 | 14,557 | 5.8 | 23,578 | 10.1 |
| 1949-50 | 30,705 | 4.9 | 38,197 | 6.3 | 13,286 | 4.9 | 22,330 | 8.7 |
| 1950-51 | 34,769 | 5.5 | 36,283 | 5.9 | 14,715 | 5.4 | 20,431 | 7.8 |
| 1951-52 | 32,371 | 5.0 | 38,800 | 6.3 | 13,129 | 4.8 | 23,000 | 8.8 |
| 1952-53 | 32,213 | 4.9 | 39,036 | 6.2 | 12,812 | 4.6 | 23,911 | 9.1 |
| 1953-54 | 30,676 | 4.5 | 29,657 | 4.5 | 12,398 | 4.4 | 21,170 | 7.8 |
| 1954-55 | 31,180 | 4.4 | 29,412 | 4.4 | 13,619 | 4.6 | 21,835 | 7.8 |
| 1955-56 | 32,302 | 4.5 | 37,505 | 5.4 | 13,852 | 4.6 | 23,518 | 8.1 |
| 1956-57 | 32,453 | 4.4 | 35,727 | 5.0 | 13,546 | 4.4 | 24,816 | 8.4 |
| 1957-58 | 30,932 | 4.1 | 47,251 | 6.5 | †12,877 | 4.1 | 28,228 | 9.3 |

* Enrollment (Code a + e) less membership (last day of school).

† Estimated.



PROMOTIONS

Approximately 93 per cent of white pupils and 89 per cent of Negro pupils were promoted to the next higher grade at the end of the school year 1957-58. This was a much higher percentage than the record prior to 1949-50.

| PROMOTIONS | | | | | | |
|------------|---------|------|----------|------|----------|------|
| Year | White | | Negro | | Total | |
| | No. | % | No. | % | No. | % |
| 1934-35 | 469,414 | 83.3 | 182,946 | 70.9 | 652,360 | 79.4 |
| 1939-40 | 493,608 | 85.1 | 191,615 | 75.1 | 685,223 | 82.0 |
| 1944-45 | 468,728 | 89.5 | 190,574 | 80.9 | 659,302 | 86.8 |
| 1949-50 | 557,961 | 93.9 | 224,093 | 87.8 | 782,054 | 92.0 |
| 1950-51 | 567,162 | 94.3 | 229,582 | 88.8 | 796,744 | 92.6 |
| 1951-52 | 576,482 | 94.7 | 232,039 | 89.2 | 808,521 | 93.1 |
| 1952-53 | 588,311 | 94.8 | 236,194 | 89.6 | 824,505 | 93.3 |
| 1953-54 | 617,623 | 94.6 | 245,047 | 90.0 | 862,670 | 93.3 |
| 1954-55 | 638,146 | 94.5 | 252,119 | 89.9 | 890,265 | 93.2 |
| 1955-56 | 650,791 | 94.3 | 257,922 | 89.7 | 908,713 | 93.0 |
| 1956-57 | 658,161 | 94.0 | 262,058 | 89.4 | 920,219 | 92.6 |
| 1957-58 | 668,284 | 93.4 | †266,067 | 89.3 | †934,351 | 92.2 |

† Estimated.

* Of membership (last day).

HIGH SCHOOL GRADUATES

With increasing enrollments in the high school, a larger percentage of seniors was graduated from high school in 1957-58 than ten years ago. Recent studies show, however, that 46.2 per cent of these graduates continued their formal education in college or in other educational institutions. Far too many of these boys and girls, 53.8 per cent, end their formal education with high school graduation.

| HIGH SCHOOL GRADUATES | | | | | | |
|-----------------------|--------|------|-------|------|--------|------|
| Year | White | | Negro | | Total | |
| | No. | % | No. | % | No. | % |
| 1934-35† | 19,011 | 92.2 | 3,053 | 90.1 | 22,064 | 91.9 |
| 1939-40‡ | 26,690 | 97.4 | 4,839 | 89.3 | 31,529 | 92.5 |
| 1944-45** | 21,981 | 97.8 | 4,948 | 94.1 | 26,929 | 95.7 |
| 1949-50 | 24,226 | 97.7 | 6,259 | 96.2 | 30,485 | 98.2 |
| 1950-51 | 24,288 | 98.3 | 6,477 | 95.7 | 30,765 | 98.6 |
| 1951-52 | 24,930 | 98.1 | 7,110 | 96.4 | 32,040 | 98.2 |
| 1952-53 | 26,386 | 98.4 | 7,848 | 96.7 | 34,234 | 98.5 |
| 1953-54 | 27,133 | 98.1 | 8,353 | 96.7 | 35,486 | 97.7 |
| 1954-55 | 28,065 | 98.0 | 8,536 | 96.4 | 36,601 | 97.7 |
| 1955-56 | 29,325 | 98.0 | 8,836 | 96.4 | 38,161 | 97.6 |
| 1956-57 | 29,370 | 98.1 | 9,277 | 97.3 | 38,647 | 97.9 |
| 1957-58 | 30,140 | 97.8 | 9,848 | 98.5 | 39,988 | 98.0 |

* Of membership (last day).

** Per cent from 12th grade only this and following years.

‡ Completion of eleventh grade.

WHAT BECOMES OF HIGH SCHOOL GRADUATES

| Percentage | WHITE | | | | NEGRO | | | |
|---|-------|------|------|------|-------|------|------|------|
| | 1954 | 1955 | 1956 | 1957 | 1954 | 1955 | 1956 | 1957 |
| Enrolled in senior colleges | 27.1 | 26.2 | 27.0 | 25.9 | 23.9 | 25.9 | 24.8 | 25.3 |
| Enrolled in junior colleges | 5.5 | 6.1 | 6.9 | 7.2 | .8 | 2.1 | 1.7 | 1.7 |
| Total | 32.6 | 32.3 | 33.9 | 33.1 | 24.7 | 28.0 | 26.5 | 27.0 |
| Enrolled in trade and business schools, nursing | 8.3 | 6.5 | 6.4 | 9.1 | 8.2 | 5.1 | 4.2 | 6.1 |
| Military service | 7.1 | 6.6 | 6.8 | 6.2 | 8.0 | 8.3 | 7.9 | 5.5 |
| Work, etc. | 52.0 | 54.6 | 52.9 | 51.6 | 59.1 | 58.6 | 61.4 | 61.4 |

V

How Many Teachers, Principals and Supervisors Are Employed? What Is the Extent of Their Education? What Are the Teacher Needs? What Salaries Are Paid? What Is the Ratio of the Number of Teachers to Number of Pupils in Average Daily Attendance?

NUMBERS

To take care of increased enrollments in the public schools, it has been necessary to increase the number of teachers, both elementary and high school. In 1957-58 there was a total of 35,154 classroom teachers, 25,515 white and 9,639 Negro. Of this number 3,025 were paid from local and vocational funds.

The number of principals has increased also during recent years. There were 866 elementary principals and 864 high school principals in 1957-58. There were 211 white and 63 Negro supervisors of instruction employed that year.

TEACHER EDUCATION

North Carolina instructional personnel rank high among the states in their educational qualifications. Of the total 1957-58 staff, 94.4 per cent held certificates based on college graduation and above. Fewer than 2,100 of the 37,167 instructional personnel employed held certificates based on less than college graduation.

SCHOLARSHIP LOAN FUND FOR PROSPECTIVE TEACHERS

The 1957 Session of the General Assembly appropriated funds to provide for prospective teachers 300 regular Scholarship Loans of not more than \$350.00 each for the first year of the 1957-59 biennium and 600 for the second year of the biennium. Also, an appropriation was made to provide 200 summer school

Scholarship Loans of not more than \$75.00 for each year of the biennium.

Approximately 1,900 requests for application forms were received the first year the program was in effect and approximately 3,300 requests were received the second year. Approximately 1,350 completed applications were submitted each year for consideration by the Awards Committee.

Three hundred students received assistance from the Fund during the 1957-58 term, and 620 are receiving assistance during the 1958-59 term. Limited demand for summer school awards in 1958 permitted the increase through a transfer of funds by the State Board of Education.

Recipients were enrolled in 38 colleges and universities in 1957-58. The number of institutions for the current year has increased to 40.

| Year | NUMBER OF TEACHERS | | | | | | |
|----------|--------------------------------------|-------|-------------|-------|--------|-------|--------|
| | ELEMENTARY | | HIGH SCHOOL | | TOTAL | | |
| | White | Negro | White | Negro | White | Negro | Total |
| 1929-30 | 13,351 | 5,350 | 4,138 | 536 | 17,489 | 5,886 | 23,375 |
| 1934-35 | 12,383 | 5,810 | 3,776 | 687 | 16,159 | 6,497 | 22,656 |
| 1939-40 | 12,305 | 5,884 | 5,229 | 1,112 | 17,534 | 6,996 | 24,530 |
| 1944-45 | 13,252 | 6,105 | 4,140 | 1,037 | 17,392 | 7,142 | 24,534 |
| 1949-50 | 14,538 | 6,125 | 5,386 | 1,442 | 19,924 | 7,567 | 27,491 |
| 1951-52 | 15,134 | 6,319 | 5,751 | 1,712 | 20,885 | 8,031 | 28,916 |
| 1953-54 | 16,410 | 6,560 | 6,182 | 1,899 | 22,592 | 8,459 | 31,051 |
| 1954-55 | 17,150 | 6,772 | 6,380 | 2,011 | 23,530 | 8,783 | 32,313 |
| 1955-56 | 17,696 | 6,995 | 6,600 | 2,100 | 24,296 | 9,095 | 33,391 |
| 1956-57 | 18,098 | 7,185 | 6,819 | 2,183 | 24,917 | 9,368 | 34,285 |
| 1957-58† | 18,376 | 7,372 | 7,139 | 2,267 | 25,515 | 9,639 | 35,154 |
| Year | NUMBER OF PRINCIPALS AND SUPERVISORS | | | | | | |
| | ELEMENTARY | | HIGH SCHOOL | | TOTAL | | |
| | White | Negro | White | Negro | White | Negro | Total |
| 1929-30 | 210 | 74 | 108 | 13 | 318 | 87 | 405 |
| 1934-35 | 221 | 61 | 658 | 116 | 879 | 177 | 1,056 |
| 1939-40 | 333 | 93 | 705 | 165 | 1,038 | 258 | 1,296 |
| 1944-45 | 368 | 102 | 718 | 193 | 1,086 | 295 | 1,381 |
| 1949-50* | 563 | 173 | 695 | 212 | 1,258 | 385 | 1,643 |
| 1951-52 | 635 | 235 | 682 | 208 | 1,317 | 443 | 1,760 |
| 1953-54 | 713 | 268 | 666 | 217 | 1,379 | 485 | 1,864 |
| 1954-55 | 736 | 271 | 668 | 218 | 1,404 | 489 | 1,893 |
| 1955-56 | 774 | 263 | 666 | 219 | 1,440 | 482 | 1,922 |
| 1956-57 | 836 | 270 | 640 | 222 | 1,476 | 492 | 1,968 |
| 1957-58† | 855 | 285 | 641 | 223 | 1,496 | 508 | 2,004 |

* Supervisors included beginning with this year.
† Estimated.

CERTIFICATE STATUS, INSTRUCTIONAL PERSONNEL, 1957-1958
(Teachers, Principals and Supervisors)

| CLASS | H. S. | Elem. B | Elem. A | Class C | Class B | Class A | Graduate | Total | Class A & Above | |
|------------------------|-------|---------|---------|---------|---------|---------|----------|--------|-----------------|-------|
| | | | | | | | | | No. | % |
| WHITE AND INDIAN | 83 | 25 | 55 | 227 | 1,621 | 21,544 | 3,461 | 27,016 | 25,005 | 92.6 |
| Elementary Teachers | 60 | 24 | 54 | 222 | 1,439 | 15,141 | 1,443 | 18,383 | 16,584 | 90.2 |
| High School Teachers | 23 | 1 | 1 | 5 | 182 | 5,638 | 1,292 | 7,142 | 6,930 | 97.0 |
| Elementary Principals | .. | .. | .. | .. | .. | 412 | 227 | 639 | 639 | 100.0 |
| High School Principals | .. | .. | .. | .. | .. | 299 | 335 | 635 | 635 | 100.0 |
| Supervisors | .. | .. | .. | .. | .. | 54 | 163 | 217 | 217 | 100.0 |
| NEGRO | 4 | 1 | 5 | 69 | 69 | 7,680 | 2,392 | 10,151 | 10,072 | 99.2 |
| Elementary Teachers | 3 | 1 | 5 | 51 | 51 | 5,799 | 1,503 | 7,302 | 7,302 | 99.2 |
| High School Teachers | 1 | .. | .. | 18 | 18 | 1,705 | 560 | 2,284 | 2,265 | 99.2 |
| Elementary Principals | .. | .. | .. | .. | .. | 105 | 116 | 221 | 221 | 100.0 |
| High School Principals | .. | .. | .. | .. | .. | 61 | 163 | 224 | 224 | 100.0 |
| Supervisors | .. | .. | .. | .. | .. | 10 | 50 | 60 | 60 | 100.0 |
| TOTAL | 87 | 25 | 56 | 232 | 1,690 | 29,224 | 5,852 | 37,167 | 35,077 | 94.4 |
| Elementary Teachers | 63 | 24 | 55 | 227 | 1,490 | 20,940 | 2,946 | 25,745 | 23,886 | 92.8 |
| High School Teachers | 24 | 1 | 1 | 5 | 200 | 7,343 | 1,852 | 9,426 | 9,195 | 97.5 |
| Elementary Principals | .. | .. | .. | .. | .. | 517 | 343 | 860 | 860 | 100.0 |
| High School Principals | .. | .. | .. | .. | .. | 360 | 498 | 859 | 859 | 100.0 |
| Supervisors | .. | .. | .. | .. | .. | 64 | 213 | 277 | 277 | 100.0 |

SUPPLY AND DEMAND

A recent study shows that slightly fewer than ten per cent of the teachers leave the profession each year. There was a demand for 2,674 new white and 687 new Negro teachers for the public schools in 1957-58.

Of the supply of 2,375 white teachers and 1,060 Negro teachers graduated in 1956-57, only 1,709 white and 626 Negro teachers were employed in 1957-58. This left an actual shortage of 965 white and 61 Negro teachers.

SALARIES PAID

North Carolina instructional personnel are paid on a monthly basis, twenty teaching days to the month, in accordance with the State salary schedule. All teachers, except teachers of vocational agriculture and home economics, are paid for a nine-months term. Vocational teachers are paid for ten, eleven, or twelve months each year. Supervisors and principals are paid on a ten months basis.

Approximately 41 per cent of the total instructional personnel are paid higher salaries than the State schedule. Several units also employ nearly 2,000 additional instructional personnel who are paid entirely from local funds.

The average annual salary paid all teachers in 1957-58 was approximately \$3,745.

AVERAGE ANNUAL SALARIES, ALL FUNDS

A. Teachers (Excluding Vocational)

| Year | ELEMENTARY | | HIGH SCHOOL | | TOTAL | | |
|----------|--------------|--------------|--------------|--------------|-----------|-----------|-----------|
| | White | Negro | White | Negro | White | Negro | Total |
| 1919-20 | \$ | \$ | \$ | \$ | \$ 516.15 | \$ 298.45 | \$ 465.98 |
| 1924-25 | | | | | 835.11 | 455.41 | 760.17 |
| 1929-30 | 865.06 | 509.89 | 1,241.69 | 826.80 | 954.11 | 538.75 | 849.17 |
| 1934-35 | 607.88 | 405.47 | 668.32 | 504.20 | 620.93 | 415.31 | 561.29 |
| 1939-40 | 953.57 | 701.30 | 967.56 | 766.04 | 957.31 | 710.63 | 885.67 |
| 1944-45 | 1,286.03 | 1,309.83 | 1,327.28 | 1,265.45 | 1,294.34 | 1,304.46 | 1,297.33 |
| 1949-50 | 2,526.31 | 2,640.19 | 2,564.49 | 2,570.06 | 2,535.24 | 2,628.69 | 2,561.27 |
| 1950-51* | 2,810.72 | 2,930.16 | 2,798.17 | 2,817.11 | 2,807.74 | 2,910.26 | 2,836.33 |
| 1951-52 | 3,143.27 | 3,257.19 | 3,088.43 | 3,090.58 | 3,130.17 | 3,226.41 | 3,157.16 |
| 1952-53 | 3,153.18 | 3,273.98 | 3,140.64 | 3,145.16 | 3,150.19 | 3,249.52 | 3,177.78 |
| 1953-54 | 3,175.09 | 3,307.49 | 3,191.05 | 3,169.89 | 3,178.90 | 3,280.64 | 3,206.81 |
| 1954-55 | 3,185.97 | 3,320.00 | 3,212.24 | 3,186.72 | 3,196.64 | 3,293.50 | 3,219.89 |
| 1955-56 | 3,218.77 | 3,344.37 | 3,228.91 | 3,208.88 | 3,221.19 | 3,316.90 | 3,247.91 |
| 1956-57 | 3,230.16 | 3,357.72 | 3,257.03 | 3,259.89 | 3,236.65 | 3,337.72 | 3,264.40 |
| 1957-58† | 3,816.83 | 3,838.27 | 3,726.14 | 3,838.91 | 3,718.96 | 3,817.54 | 3,745.66 |

B. Principals and Supervisors

| | | | | | | | |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| 1929-30 | | | | | 2,405.36 | 1,344.37 | 2,177.44 |
| 1934-35 | 1,125.08 | 889.48 | 1,223.79 | 884.78 | 1,198.96 | 886.40 | 1,146.58 |
| 1939-40 | 1,592.82 | 1,312.01 | 1,731.16 | 1,281.44 | 1,686.78 | 1,292.13 | 1,608.17 |
| 1944-45 | 2,067.17 | 2,152.62 | 2,318.85 | 2,220.34 | 2,233.57 | 2,196.93 | 2,225.74 |
| 1949-50** | 3,857.37 | 3,797.05 | 4,309.80 | 4,234.90 | 4,106.97 | 4,038.15 | 4,090.84 |
| 1950-51 | 4,110.51 | 4,005.41 | 4,451.10 | 4,407.84 | 4,292.10 | 4,211.91 | 4,272.51 |
| 1951-52 | 4,488.69 | 4,416.12 | 4,863.21 | 4,880.64 | 4,682.63 | 4,634.22 | 4,670.45 |
| 1952-53 | 4,655.63 | 4,652.88 | 5,337.68 | 5,332.59 | 4,988.08 | 4,969.49 | 4,983.30 |
| 1953-54 | 4,766.08 | 4,679.91 | 5,366.62 | 5,402.21 | 5,056.12 | 5,003.08 | 5,042.32 |
| 1954-55 | 4,837.24 | 4,792.56 | 5,414.25 | 5,449.82 | 5,111.77 | 5,085.57 | 5,105.00 |
| 1955-56 | 4,931.57 | 4,882.35 | 5,478.16 | 5,590.04 | 5,184.28 | 5,204.90 | 5,189.44 |
| 1956-57 | 4,943.62 | 4,909.91 | 5,551.11 | 5,657.43 | 5,207.03 | 5,247.21 | 5,217.08 |
| 1957-58† | 5,571.46 | 5,533.47 | 6,161.73 | 6,308.03 | 5,857.91 | 5,892.62 | 5,864.00 |

C. Vocational Teachers (Including Travel)

| Year | White | Negro | Total |
|----------|----------|----------|----------|
| 1934-35 | 1,338.45 | 848.46 | 1,283.29 |
| 1939-40 | 1,689.57 | 1,075.69 | 1,602.49 |
| 1944-45 | 2,153.33 | 1,960.80 | 2,114.29 |
| 1949-50 | 3,586.21 | 3,406.90 | 3,549.74 |
| 1950-51 | 3,896.29 | 3,676.37 | 3,850.01 |
| 1951-52 | 4,133.29 | 3,885.16 | 4,078.94 |
| 1952-53 | 4,287.34 | 4,100.14 | 4,244.07 |
| 1953-54 | 4,302.22 | 4,196.91 | 4,277.86 |
| 1954-55 | 4,373.17 | 4,289.06 | 4,353.29 |
| 1955-56 | 4,460.97 | 4,401.20 | 4,446.96 |
| 1956-57 | 4,495.34 | 4,399.91 | 4,472.29 |
| 1957-58† | 5,057.26 | 4,941.10 | 5,026.85 |

* Contingency salaries applicable to 1949-50 paid to teachers holding Graduate, Class A and Class B certificates.

** Supervisors beginning in 1949-50. † Estimated.

NUMBER EMPLOYED AND AVERAGE SALARIES, STATE FUNDS

A. Teachers

WHITE

| | | No. | Average | No. | Average |
|--------------|----------|--------|-----------|-------|-----------|
| Elementary: | 1939-40 | 12,082 | \$ 916.42 | 5,864 | \$ 671.18 |
| | 1944-45 | 12,984 | 1,249.21 | 6,075 | 1,272.52 |
| | 1949-50 | 14,043 | 2,458.06 | 6,069 | 2,559.71 |
| | 1951-52* | 14,594 | 3,071.49 | 6,241 | 3,170.85 |
| | 1952-53 | 15,352 | 3,067.72 | 6,396 | 3,182.80 |
| | 1953-54 | 15,812 | 3,084.98 | 6,467 | 3,207.70 |
| | 1954-55 | 16,494 | 3,090.92 | 6,689 | 3,210.83 |
| | 1955-56 | 17,002 | 3,103.39 | 6,876 | 3,220.32 |
| | 1956-57 | 17,391 | 3,108.35 | 7,053 | 3,225.96 |
| | 1957-58 | 17,513 | 3,595.02 | 7,189 | 3,706.51 |
| High School: | 1939-40 | 4,279 | 905.80 | 982 | 709.53 |
| | 1944-45 | 3,122 | 1,257.83 | 814 | 1,247.49 |
| | 1949-50 | 4,035 | 2,460.19 | 1,171 | 2,459.24 |
| | 1951-52* | 4,337 | 2,998.54 | 1,393 | 2,971.60 |
| | 1952-53 | 4,574 | 3,028.23 | 1,482 | 3,019.05 |
| | 1953-54 | 4,753 | 3,058.25 | 1,544 | 3,050.82 |
| | 1954-55 | 4,902 | 3,074.77 | 1,616 | 3,068.99 |
| | 1955-56 | 5,103 | 3,084.19 | 1,700 | 3,091.64 |
| | 1956-57 | 5,303 | 3,092.78 | 1,780 | 3,103.00 |
| | 1957-58 | 5,574 | 3,561.89 | 1,853 | 3,582.02 |
| Total: | 1939-40 | 16,361 | 913.64 | 6,846 | 676.68 |
| | 1944-45 | 16,106 | 1,250.88 | 6,889 | 1,269.56 |
| | 1949-50 | 18,078 | 2,458.65 | 7,240 | 2,543.46 |
| | 1951-52* | 18,931 | 3,054.77 | 7,634 | 3,134.49 |
| | 1952-53 | 19,926 | 3,058.65 | 7,878 | 3,151.99 |
| | 1953-54 | 20,565 | 3,078.80 | 8,011 | 3,177.47 |
| | 1954-55 | 21,396 | 3,087.22 | 8,305 | 3,183.23 |
| | 1955-56 | 22,105 | 3,098.96 | 8,576 | 3,194.81 |
| | 1956-57 | 22,694 | 3,104.71 | 8,833 | 3,201.18 |
| | 1957-58 | 23,087 | 3,587.02 | 9,042 | 3,681.00 |

B. Principals

| | | | | | |
|--------------|----------|-------|----------|-----|----------|
| Elementary: | 1939-40 | 320 | 1,445.83 | 78 | 1,215.49 |
| | 1944-45 | 333 | 1,977.42 | 93 | 2,082.53 |
| | 1949-50 | 404 | 3,759.36 | 100 | 3,914.91 |
| | 1951-52* | 448 | 4,341.64 | 149 | 4,408.49 |
| | 1952-53 | 491 | 4,567.44 | 164 | 4,672.03 |
| | 1953-54 | 508 | 4,633.05 | 181 | 4,687.99 |
| | 1954-55 | 534 | 4,677.58 | 184 | 4,776.32 |
| | 1955-56 | 573 | 4,725.20 | 194 | 4,819.71 |
| | 1956-57 | 620 | 4,749.02 | 207 | 4,841.29 |
| | 1957-58 | 644 | 5,306.32 | 222 | 5,436.27 |
| High School: | 1939-40 | 705 | 1,679.25 | 169 | 1,227.36 |
| | 1944-45 | 711 | 2,284.04 | 191 | 2,191.36 |
| | 1949-50 | 682 | 4,368.35 | 213 | 4,156.14 |
| | 1951-52* | 677 | 4,746.78 | 210 | 4,786.63 |
| | 1952-53 | 654 | 5,229.85 | 218 | 5,235.28 |
| | 1953-54 | 660 | 5,238.77 | 216 | 5,302.99 |
| | 1954-55 | 652 | 5,304.98 | 216 | 5,368.58 |
| | 1955-56 | 650 | 5,316.33 | 219 | 5,435.62 |
| | 1956-57 | 639 | 5,348.75 | 220 | 5,502.97 |
| | 1957-58 | 641 | 5,936.67 | 223 | 6,138.32 |
| Total: | 1939-40 | 1,025 | 1,606.38 | 239 | 1,223.48 |
| | 1944-45 | 1,044 | 2,186.24 | 284 | 2,155.72 |
| | 1949-50 | 1,086 | 4,079.00 | 313 | 4,079.07 |
| | 1951-52* | 1,115 | 4,626.57 | 359 | 4,629.69 |
| | 1952-53 | 1,145 | 4,945.79 | 382 | 4,993.47 |
| | 1953-54 | 1,168 | 4,975.32 | 397 | 5,022.60 |
| | 1954-55 | 1,186 | 5,022.49 | 400 | 5,096.14 |
| | 1955-56 | 1,223 | 5,039.38 | 413 | 5,146.30 |
| | 1956-57 | 1,259 | 5,053.41 | 427 | 5,182.20 |
| | 1957-58 | 1,285 | 5,620.76 | 445 | 5,788.08 |

C. Supervisors

| | | | | |
|----------|-----|----------|----|----------|
| 1949-50 | 152 | 3,052.55 | 73 | 3,043.60 |
| 1951-52* | 171 | 3,920.95 | 83 | 3,928.55 |
| 1952-53 | 173 | 3,901.03 | 85 | 3,960.68 |
| 1953-54 | 176 | 3,996.40 | 84 | 4,019.54 |
| 1954-55 | 180 | 3,993.73 | 85 | 4,061.99 |
| 1955-56 | 174 | 4,013.16 | 55 | 4,151.38 |
| 1956-57 | 171 | 4,065.11 | 54 | 4,171.46 |
| 1957-58 | 177 | 4,659.62 | 55 | 4,736.13 |

* Includes "contingency salaries" applicable to 1950-51.

ATTENDANCE AND TEACHERS

Average daily attendance in proportion to the number of teachers employed indicates the average number of pupils each teacher instructs each day. The North Carolina average of slightly less than 30 pupils per teacher is approximately two pupils above the average for the nation.

Allotments of teaching positions filled by teachers paid from State funds are made on the basis of average daily attendance for the best continuous six months of the first seven months of the preceding school year. State teaching positions are allotted for the elementary schools on the basis of one for 25 pupils, two for 45, three for 70, four for 105, five for 138, six for 171, and one for each 30 thereafter. State teaching positions for the high schools are allotted on the basis of one for 25 pupils, two for 40, three for 60, four for 80, and one for each 30 thereafter.

PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER EMPLOYED
(Not including vocational teachers and classified principals)

| Year | Elementary | | High School | | Total | |
|----------|------------|-------|-------------|-------|-------|-------|
| | White | Negro | White | Negro | White | Negro |
| 1929-30 | 29.9 | 32.5 | 21.1 | 23.5 | 27.8 | 31.7 |
| 1934-35 | 33.9 | 35.0 | 33.9 | 33.0 | 33.9 | 34.8 |
| 1939-40 | 33.5 | 33.2 | 28.3 | 31.6 | 31.9 | 32.9 |
| 1944-45 | 31.2 | 30.5 | 21.6 | 23.5 | 28.9 | 29.5 |
| 1945-46 | 31.5 | 30.5 | 22.1 | 24.6 | 29.2 | 29.7 |
| 1946-47 | 31.3 | 30.7 | 23.2 | 25.6 | 29.2 | 29.8 |
| 1947-48 | 31.5 | 31.5 | 23.4 | 27.1 | 29.4 | 30.8 |
| 1948-49 | 30.8 | 31.8 | 27.8 | 31.7 | 30.1 | 31.8 |
| 1949-50 | 30.3 | 31.8 | 27.8 | 32.1 | 29.7 | 31.8 |
| 1950-51 | 30.1 | 31.8 | 27.2 | 31.0 | 29.4 | 31.7 |
| 1951-52 | 29.7 | 30.8 | 27.1 | 29.8 | 29.1 | 30.7 |
| 1952-53 | 28.8 | 30.2 | 26.8 | 29.2 | 28.3 | 30.0 |
| 1953-54 | 29.6 | 31.2 | 22.3 | 24.5 | 27.6 | 29.7 |
| 1954-55 | 29.3 | 31.0 | 22.4 | 24.2 | 27.4 | 29.4 |
| 1955-56 | 29.0 | 30.8 | 22.4 | 24.2 | 27.2 | 29.2 |
| 1956-57 | 28.7 | 30.3 | 22.5 | 24.0 | 27.0 | 28.9 |
| 1957-58* | 27.9 | 29.8 | 22.8 | 24.3 | 26.5 | 28.5 |

* Estimated.



VI

What Is the Instructional Program in North Carolina Public Schools?

ELEMENTARY SCHOOLS

The elementary curriculum in North Carolina is designed to provide for individual children, according to their needs and abilities, a balanced program in reading, language, spelling, writing, arithmetic, social studies, health, physical education, art, music, and science. Through these subject areas, children are given opportunities to gain competence in the basic skills; and to develop properly in the important areas of intellectual, physical, and emotional maturity; and to develop habits of good citizenship. Course offerings include:

- Language arts, subjects used in everyday communication—reading, writing, spelling, listening, speaking—are tools for learning in all curriculum areas.
- Through the social studies, pupils are introduced to the nature of the social world. Through related history and geography, pupils are helped to understand their own cultural heritage and the important events, discoveries, and inventions leading up to the social world of today.
- Through the study of arithmetic, pupils learn to compute, weigh, and measure in exact terms. Through arithmetic pupils learn to think and solve problems quantitatively.
- Art and music develop aesthetic appreciation and enable children to express themselves creatively and communicate ideas.
- Health and physical education emphasize the development of sound personal, physical and mental health. Stress is placed also upon understanding and improving community health, safety, and recreation.

In adapting and modifying the curriculum to varying community needs, emphasis is directed to the necessity of planning a total program which promotes maximum child growth and development.

This curriculum is implemented by the use of free textbooks. Library books, supplementary readers, maps and globes, art and construction supplies, music appreciation materials, and other aids are also used in instruction.

HIGH SCHOOLS

A study of the North Carolina public schools reveals that many of the problems relative to improving the educational opportunities for North Carolina youth are fundamentally associated with the small size of many high schools. The curriculum for many schools is limited to the five academic fields: English, mathematics, social studies, science, and foreign languages.

As shown in the accompanying table, the percentage of schools offering other than the five subject areas named is as follows:

| | |
|----------------------------------|---------------|
| Home economics | 89.4 per cent |
| Typewriting | 87.9 per cent |
| Agriculture | 66.0 per cent |
| Music | 36.6 per cent |
| Driver Education | 25.7 per cent |
| Industrial arts | 18.1 per cent |
| Vocational shop and trades | 9.2 per cent |
| Art | 8.7 per cent |
| Distributive education | 4.9 per cent |
| Diversified occupations | 3.8 per cent |

Graduation from high school is based on four years of work beyond elementary school and the completion of a minimum of 16 units as follows:

| | |
|-------------------------------------|---------|
| English | 4 units |
| Mathematics | 1 unit |
| Social Studies | 2 units |
| Science | 2 units |
| Health and Physical Education | 1 unit |
| Electives | 6 units |

A few schools require 17, 18, or more, units for graduation, and one school is experimenting with the requirement of 24 units by concentrating three subjects per semester.

Slightly more than half of the students who enter high school graduate four years later.

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS, 1957-58
(From High School Principals' Annual Reports)

| Subjects (Grades 9-12) | WHITE | | NEGRO | | TOTAL | |
|--|----------------|-----------------|----------------|-----------------|----------------|-----------------|
| | No. Schools | No. Students | No. Schools | No. Students | No. Schools | No. Students |
| ENGLISH: | | | | | | |
| English I | 639 | 64,574 | 238 | 27,873 | 877 | 92,447 |
| English II | 607 | 49,275 | 226 | 16,930 | 833 | 66,205 |
| English III | 605 | 39,490 | 224 | 13,507 | 829 | 52,997 |
| English IV | 592 | 31,449 | 224 | 10,592 | 816 | 42,041 |
| Dramatics | 60 | 2,261 | 31 | 872 | 91 | 3,133 |
| Speech | 63 | 1,609 | 11 | 458 | 74 | 2,066 |
| Journalism | 71 | 1,888 | 13 | 316 | 84 | 2,204 |
| Spelling | 31 | 2,217 | 13 | 695 | 44 | 2,912 |
| Other Courses, including General Eng., Practical Eng., World Literature, Shakespeare, Creative Writ- ing, Remedial Eng. Com- munications, Eng. V. | 29 | 517 | 2 | 106 | 22 | 703 |
| MATHEMATICS: | | | | | | |
| General Math. | 539 | 34,710 | 217 | 19,375 | 756 | 54,085 |
| Algebra I | 645 | 44,243 | 226 | 13,755 | 871 | 57,998 |
| Algebra II | 478 | 21,105 | 117 | 3,761 | 595 | 24,866 |
| Advanced Algebra | 61 | 1,721 | 2 | 27 | 63 | 1,748 |
| Plane Geometry | 454 | 15,654 | 170 | 7,817 | 624 | 23,471 |
| Solid Geometry | 133 | 2,297 | 7 | 119 | 140 | 2,416 |
| Trigonometry | 108 | 2,137 | 9 | 163 | 117 | 2,800 |
| Other Courses, including Refresher For Success, Fusion, Functional Arith. Senior, Advanced General Shop Mathematics | 19 | 763 | 2 | 57 | 21 | 800 |
| SOCIAL STUDIES: | | | | | | |
| Citizenship | 497 | 33,457 | 193 | 12,498 | 690 | 45,955 |
| World History | 465 | 26,143 | 178 | 10,572 | 643 | 36,715 |
| American History | 597 | 40,508 | 212 | 13,129 | 809 | 53,637 |
| Economics | 355 | 10,171 | 153 | 6,365 | 508 | 16,536 |
| Sociology | 325 | 9,990 | 165 | 6,279 | 490 | 16,269 |
| Problems | 49 | 2,099 | 26 | 1,362 | 75 | 3,261 |
| Geography | 187 | 7,693 | 60 | 1,875 | 247 | 9,568 |
| Modern History | 2 | 80 | — | — | 2 | 80 |
| Government | 22 | 1,320 | 1 | 25 | 23 | 1,345 |
| Human Relations | 3 | 384 | 2 | 148 | 5 | 532 |
| Current History | 6 | 207 | — | — | 6 | 207 |
| International Relations | 1 | 66 | — | — | 1 | 66 |
| Negro History | — | — | 5 | 290 | 5 | 290 |
| SCIENCE: | | | | | | |
| General Science | 589 | 43,946 | 198 | 14,505 | 787 | 58,541 |
| Biology | 610 | 49,566 | 223 | 17,219 | 833 | 66,785 |
| Chemistry | 396 | 13,074 | 191 | 7,712 | 587 | 20,786 |
| Physics | 311 | 6,828 | 115 | 3,257 | 426 | 10,079 |
| Senior Science | 25 | 829 | — | — | 25 | 829 |
| Physical Science | 19 | 687 | — | — | 19 | 687 |
| Qualitative Analysis | 1 | 16 | — | — | 1 | 16 |
| Advanced Biology | 2 | 156 | — | — | 2 | 156 |
| Applied Science | 1 | 27 | — | — | 1 | 27 |
| HEALTH: | 632 | 60,491 | 211 | 19,938 | 843 | 80,429 |
| First Aid | 2 | 96 | — | — | 2 | 96 |
| PHYSICAL EDUCATION: | 636 | 72,753 | 166 | 18,660 | 802 | 91,413 |
| SAFETY EDUCATION: | 23 | 1,768 | 13 | 947 | 36 | 2,715 |
| DRIVER EDUCATION: | 151 | 8,718 | 74 | 4,633 | 225 | 13,351 |

**NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS
SUBJECTS, 1957-58 (Continued)**

(From High School Principals' Annual Reports)

| | WHITE | | NEGRO | | TOTAL | |
|---|----------------|-----------------|----------------|-----------------|----------------|-----------------|
| | No. Schools | No. Students | No. Schools | No. Students | No. Schools | No. Students |
| ART: | 53 | 2,443 | 23 | 1,490 | 76 | 3,933 |
| Arts and Crafts | 4 | 106 | — | — | 4 | 106 |
| Commercial Art | 1 | 52 | — | — | 1 | 52 |
| General Drawing | 1 | 93 | — | — | 1 | 93 |
| Graphic Art | 1 | 30 | — | — | 1 | 30 |
| Ceramic | 2 | 99 | — | — | 2 | 99 |
| MUSIC: | | | | | | |
| General Music | 11 | 1,701 | 54 | 3,343 | 65 | 5,044 |
| Chorus, Choir, Glee Club | 215 | 14,937 | 102 | 5,396 | 321 | 20,313 |
| Band | 201 | 9,659 | 95 | 4,495 | 296 | 14,154 |
| Orchestra | 19 | 758 | 4 | 107 | 23 | 865 |
| Music Appreciation | 1 | 33 | — | — | 1 | 33 |
| Elementary Harmony | 2 | 21 | — | — | 2 | 21 |
| Piano | 2 | 72 | — | — | 2 | 72 |
| *AGRICULTURE I: .. | 443 | 9,977 | 136 | 3,445 | 579 | 13,422 |
| *Agriculture II | 441 | 6,743 | 136 | 2,732 | 577 | 9,475 |
| *Agriculture III & IV | 438 | 8,125 | 123 | 2,650 | 561 | 10,775 |
| HOME | | | | | | |
| ECONOMICS I: | 572 | 24,733 | 212 | 9,288 | 784 | 34,021 |
| Home Economics II | 547 | 15,297 | 197 | 6,936 | 744 | 22,233 |
| Home Econ. III & IV | 370 | 5,441 | 153 | 3,908 | 523 | 9,349 |
| Nurses Home Econ. | 1 | 6 | — | — | 1 | 6 |
| Boys Home Economics | 9 | 125 | 1 | 26 | 10 | 151 |
| Home Crafts | 1 | 14 | — | — | 1 | 14 |
| INDUSTRIAL | | | | | | |
| ARTS: | 98 | 5,585 | 61 | 3,684 | 159 | 9,269 |
| Mechanical Drawing | 56 | 2,347 | 6 | 279 | 62 | 2,626 |
| Woodworking | 17 | 811 | — | — | 17 | 811 |
| Electronics | 4 | 116 | — | — | 4 | 116 |
| Metals | 3 | 196 | — | — | 3 | 196 |
| Drafting | 2 | 43 | — | — | 2 | 43 |
| TRADES AND INDUSTRIES: | | | | | | |
| Including Auto Mechanics, Bricklaying, Machine Shop, Carpentry, Looping, Cabinet Making, Sheet Metal, Printing, Textiles, Welding | 43 | 1,188 | 38 | 1,866 | 81 | 3,054 |
| *Diversified Occ'p't'n. | 27 | 629 | 6 | 147 | 33 | 776 |
| *Distributive Education | 41 | 1,235 | 2 | 68 | 43 | 1,303 |
| Educational and Vocational Guidance | 11 | 460 | 6 | 355 | 17 | 815 |
| BUSINESS EDUCATION: | | | | | | |
| General Business | 215 | 9,141 | 70 | 2,428 | 285 | 11,569 |
| Typewriting I | 597 | 32,500 | 174 | 6,443 | 771 | 38,943 |
| Typewriting II | 519 | 13,022 | 129 | 2,811 | 648 | 16,433 |
| Shorthand I | 367 | 9,147 | 65 | 1,212 | 432 | 10,359 |
| Shorthand II | 124 | 2,053 | 15 | 187 | 139 | 2,240 |
| Business Arithmetic | 123 | 5,614 | 31 | 1,394 | 154 | 7,008 |
| Elem. Bookkeeping | 393 | 11,136 | 35 | 774 | 428 | 11,910 |
| Business English | 39 | 1,391 | 1 | 76 | 40 | 1,437 |
| Salesmanship | 7 | 177 | 1 | 21 | 8 | 198 |
| Office & Clerical Pr. | 80 | 1,782 | 12 | 304 | 92 | 2,086 |
| Business Law | 23 | 728 | 4 | 119 | 27 | 847 |
| Bookkeeping II | 15 | 294 | — | — | 15 | 294 |
| Personal Typing | 11 | 921 | — | — | 11 | 921 |
| Other Courses including Office Management, Business Economics, Business Practice, Basic Business, Business Correspondence, Advanced Business | 8 | 226 | — | — | 8 | 226 |

*From reports to supervisors

**NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS
SUBJECTS, 1957-58 (Continued)**

(From High School Principals' Annual Reports)

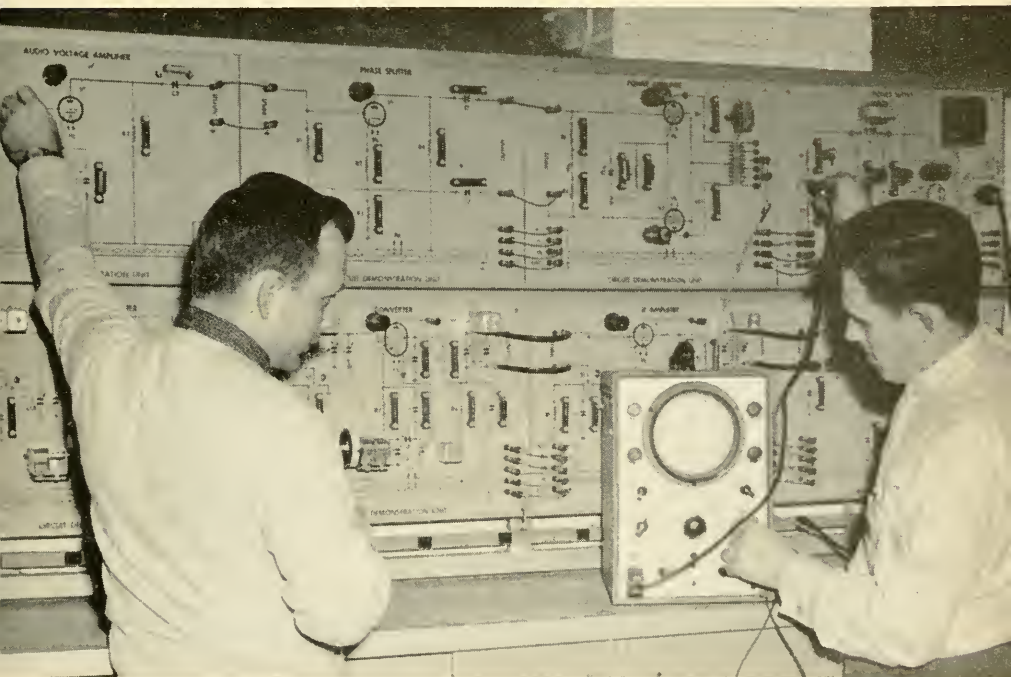
FOREIGN LANGUAGES:

| | | | | | | |
|---------------------|-----|--------|-----|-------|-----|--------|
| French I | 415 | 10,620 | 198 | 6,793 | 613 | 17,413 |
| French II | 361 | 5,894 | 173 | 4,110 | 534 | 10,004 |
| French Conversation | 1 | 7 | — | — | 1 | 7 |
| French III & IV | 1 | 17 | — | — | 1 | 17 |
| Latin I | 149 | 7,644 | 5 | 189 | 154 | 7,833 |
| Latin II | 129 | 4,983 | 5 | 191 | 134 | 5,174 |
| Latin III & IV | 5 | 121 | — | — | 5 | 121 |
| Spanish I | 96 | 4,196 | 16 | 601 | 112 | 4,797 |
| Spanish II | 63 | 1,731 | 14 | 341 | 77 | 2,072 |
| German I | 1 | 34 | — | — | 1 | 34 |
| German II | 1 | 32 | — | — | 1 | 32 |

OTHER COURSES:

| | | | | | | |
|----------------------|----|-------|---|-----|----|-------|
| Psychology | 16 | 961 | 5 | 162 | 21 | 1,123 |
| Family Living | 30 | 1,146 | 7 | 393 | 37 | 1,538 |
| Library | 27 | 588 | 6 | 179 | 33 | 767 |
| Radio | 1 | 19 | — | — | 1 | 19 |
| General Aeronautics, | | | | | | |
| Aviation | 2 | 34 | — | — | 2 | 34 |
| R.O.T.C. | 1 | 403 | — | — | 1 | 403 |
| Orientation | 1 | 158 | — | — | 1 | 158 |
| Stage Craft | 1 | 48 | — | — | 1 | 48 |
| Practical Nurse | | | | | | |
| Training | — | — | 1 | 68 | 1 | 68 |
| T. V. History | — | — | 1 | 121 | 1 | 121 |
| Photography | — | — | 2 | 36 | 2 | 36 |
| Basic Electricity | — | — | 1 | 23 | 1 | 23 |
| Bible I | 48 | 2,828 | 3 | 236 | 51 | 3,064 |
| Bible II | 17 | 627 | — | — | 17 | 627 |

See page 36 for enrollments by grades.



HEALTH EDUCATION

Pupils develop health habits, attitudes and understandings as a result of a variety of experiences in the total school program. Some of these valuable experiences are incidental, some are related to co-curricular activities, some are closely related to subjects other than health; whereas others are planned as a part of a special health class.

For convenience and clarity the total school health program is usually described under three principal aspects.

Healthful School Living

A healthful school environment is essential to a good health program:

First, it is a primary responsibility of the schools to protect the health of children from all possible health and safety hazards of the physical, emotional and social environment of the schools.

Second, the right kind of school environment will serve as an example which will carry over into the home and community and result in better health facilities in the entire community including the schools. Undoubtedly many homes now have good lights and indoor toilets and other health facilities because pupils have seen and used good health facilities at school.

Third, a healthful environment will provide a medium for teaching health by providing opportunities for pupils to practice good health habits. It is false economy to buy health textbooks and to pay salaries for teachers to teach good health habits, sanitation, communicable disease control, safety, and other aspects of health, while at the same time children are deprived of the use of the best learning situations, that is, the opportunity to use adequate health facilities.

Health Instruction

Health instruction is that phase of the total school health program designed primarily for the development of health habits, attitudes and understandings on the part of boys and girls. Health instruction may be correlated with other subjects, such as science, physical education and home economics. It may be part of a large unit of study, such as a study of transportation,

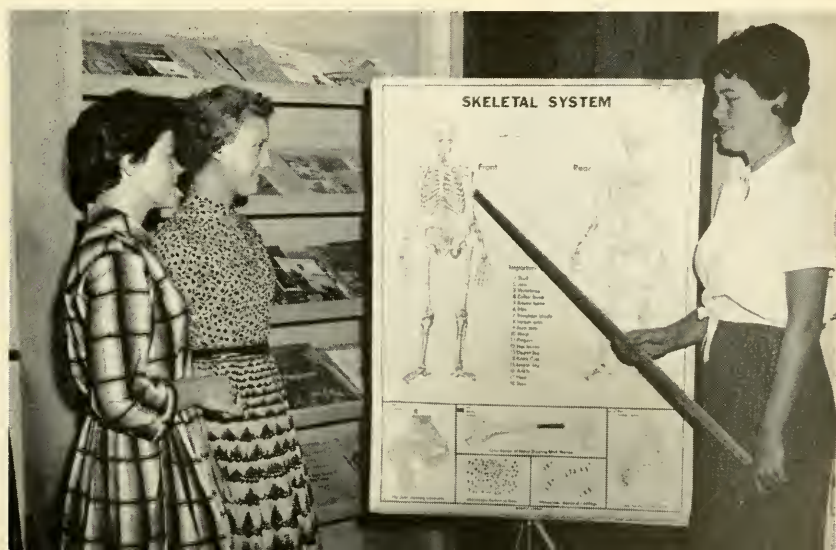
or it may be planned and taught as special health units. Whatever methods are used, it is required that 30 minutes or the equivalent be devoted to health in grades 1-8 and 45-60 minutes, two days per week, in grade 9.

Health Services

This phase of the school health program includes those services rendered school children to protect and improve their health, including health appraisal procedures by teachers and nurses, health examinations by physicians and dentists, follow-up to get correction of remediable defects, adjustments of the school program to defects that cannot be corrected, procedures for the control of communicable diseases, and the care of emergency illnesses and accidents.

NUMBER OF CHILDREN RECEIVING SERVICES

| | 1952-53 | 1953-54 | 1954-55 | 1955-56 | 1956-57 | 1957-58 |
|---|-----------|---------|---------|---------|---------|---------|
| Diagnostic Services | | | | | | |
| Eye Examinations | 1,163 | 1,668 | 1,370 | 1,876 | 1,180 | 1,740 |
| Medical Examinations | 15,044 | 20,066 | 22,874 | 84,660 | 79,904 | 76,110 |
| Chest X-rays | 13 | 920 | 1,299 | 1,362 | 341 | 323 |
| Hearing Tests with Audiometers | No Report | 69,367 | 53,220 | 51,732 | 47,236 | 40,905 |
| Cases Receiving Correction of Defects by Expenditure from this Fund | | | | | | |
| Tonsils | 4,217 | 4,097 | 4,228 | 3,477 | 2,983 | 3,174 |
| Teeth | 16,713 | 15,817 | 15,285 | 16,427 | 13,699 | 15,686 |
| Ears | 213 | 962 | 274 | 175 | 180 | 196 |
| Hernia | 78 | 106 | 103 | 111 | 127 | 138 |
| Orthopedic | 43 | 35 | 19 | 31 | 13 | 28 |
| Intestinal Parasites | 1,051 | 910 | 603 | 546 | 711 | 524 |
| Eyes (glasses) | 2,343 | 2,197 | 2,203 | 2,620 | 1,862 | 2,695 |
| Eyes (surgery) | 27 | 17 | 80 | 46 | 32 | 16 |
| All Others | 61 | 1,748 | 1,658 | 775 | 131 | 501 |



PHYSICAL EDUCATION

The objectives of the physical education program of the public schools are:

- To provide activities that will develop the physical and mental health of pupils.
- To contribute to the social education of pupils.
- To provide opportunities for the development of recreational interest and skills.
- To contribute to healthful school living.

The minimum requirement for physical education in the elementary grades (1-8) is 30 minutes per day exclusive of recess time and relief periods.

Physical education is required of all ninth grade students—a minimum of three days per week (45-60 minutes per period.)

The State Department of Public Instruction recognizes that physical education activity is needed by all boys and girls in secondary schools and recommends that local schools require physical education at least in grades nine and ten and offer it as an elective in grades eleven and twelve.

Publication No. 279, Physical Education in the Elementary and Secondary Schools, North Carolina, State Department of Public Instruction, 1952, contains details regarding the organization, administration and conduct of the recommended State program of physical education in grades one through twelve.

According to the "Principals' Annual Reports" many schools offer physical education over and above the requirements in grades 1-9 as outlined above. The "Reports" indicate that:

299 high schools offered physical education in grade 10.

245 high schools offered physical education in grade 11.

237 high schools offered physical education in grade 12.

120 high schools offered physical education in grades 9, 10, 11 and 12.

57 high schools reported new gymnasiums.

92 high schools added lockers, showers and dressing rooms to gymnasiums.

1286 physical education teachers were employed.

- 578 high schools gave medical examinations to students enrolled in physical education.
- 666 high schools required students to change clothes for physical education.
- 516 high schools required students to take showers following activities.

MUSIC EDUCATION

Much progress has been made during the last two years in the use of music as a means to intensify concepts taught in the social studies and other areas of the curriculum in the elementary school. The music staff of the Department of Public Instruction is in the process of developing bulletins which correlate music with each of the State-adopted social studies texts for grades 4 through 8. The sixth grade outline is now in the hands of teachers.

In school systems organized on a 6-3-3 basis, music offerings are expanded to include the general music class for eighth grade students and chorus for all junior high school students.

Music offerings at the high school level include general chorus, glee clubs, band, orchestra, and "consumer" music courses, electives for all students.



DRIVER AND SAFETY EDUCATION

The General Assembly of 1957 enacted a law providing that each motor vehicle operator paying an annual registration tax of \$10.00 or more should pay an additional \$1.00 tax. Funds derived from this additional tax would, under the act, be used to finance a driver training and safety education program in the public schools.

Since the first levy of this tax was made in January 1958, the program in the schools could not, except for summer programs, get under way until the school year 1958-59. In the meanwhile, preparations were made in the colleges of the State for giving courses for training teachers. During the spring and summer of 1958, therefore, approximately 2000 teachers were provided with driver training instruction. During this period also, a publication, *Driver Education, A Manual for Instructors*, was issued by the Department. On June 30, 1958, it was estimated that 120 of the 175 administrative units would offer driver instruction to approximately 50 per cent of the 35,000 high school students who would reach legal driving age during the 1958-59 school year.

The Driver Education staff of the Department offers field service to superintendents and principals to give the needed assistance in working out local programs.



VOCATIONAL AGRICULTURE

Vocational Agriculture was offered in 588 of the 910 high schools operating in the State in 1957-58. The major objectives of Vocational Agriculture are to develop effective ability to:

- Make a beginning and advance in farming
 - Produce farm commodities efficiently
 - Market farm products advantageously
 - Conserve soil and other natural resources
 - Maintain a favorable environment
 - Participate in rural leadership activities
- Agricultural training is offered to three groups:

The High School Group. The emphasis with this group is to develop attitudes, understandings and abilities which will enable pupils to apply scientific principles and agricultural technology to farming programs which they are developing. Attention is given to solving those problems related to the individual's farming program and to improving the home farm. An integral part of the instructional program is the activities of the Future Farmers of America and New Farmers of America organizations which motivate the pupils and provide many opportunities for developing leadership.

The Young Farmer Group. (out-of-school) The emphasis with this group is to develop attitudes, understanding and abilities which will help the young farmer to become established progressively in farming on a sound economic basis. Problems such as selecting a farm, renting and buying a farm, leases and partnership agreements, farm credit, farm management and farm mechanics, form the core of the instructional program. Many individuals enrolled in the high school Vocational Agriculture courses continue their education in these young farmer classes.

The Adult Farmer Group. The emphasis with this group is to develop attitudes, understandings and abilities which will help the farmer improve the efficiency of his farm business. Agricultural research is developing new farm practices each year. The new practices are valuable only to the extent that farmers apply them to their farm business. Therefore, instruction for this group is planned around new farm practices applicable

to the particular type of farming prevalent in the community. Special attention is given to solving problems related to new enterprises, contract farming, mechanization and farm management.

VOCATIONAL AGRICULTURAL PROGRAM

| Year | Number of Schools | All-Day Enrollment | Evening Class Enrollment | Total Enrollment | Financial Returns on Supervised Projects |
|---------|-------------------------|-----------------------|--------------------------------|---------------------|---|
| 1918-19 | 29 | 323 | | 323 | \$ 41,480.85 |
| 1919-20 | 44 | 721 | | 721 | 59,741.64 |
| 1924-25 | 105 | 2,943 | 2,350 | 5,293 | 600,477.03 |
| 1929-30 | 154 | 5,300 | 5,220 | 10,520 | 1,407,642.23 |
| 1934-35 | 276 | 11,177 | 7,700 | 18,877 | 1,936,357.01 |
| 1939-40 | 403 | 18,621 | 13,626 | 32,247 | 2,077,233.77 |
| 1944-45 | 398 | 12,572 | 7,908 | 20,480 | 1,660,431.87 |
| 1949-50 | 538 | 21,756 | 8,339 | 30,095 | 2,993,941.47 |
| 1950-51 | 542 | 26,575 | 9,566 | 36,141 | 2,094,717.68 |
| 1951-52 | 553 | 28,315 | 13,306 | 41,651 | 3,738,330.27 |
| 1952-53 | 567 | 25,962 | 13,229 | 38,191 | 5,272,712.29 |
| 1953-54 | 572 | 29,067 | 13,617 | 42,684 | 5,004,516.84 |
| 1954-55 | 593 | 30,038 | 14,794 | 44,832 | 6,168,091.49 |
| 1955-56 | 586 | 32,668 | 15,201 | 47,869 | 6,573,589.76 |
| 1956-57 | 586 | 33,096 | 15,765 | 48,861 | 7,902,745.56 |
| 1957-58 | 588 | 33,772 | 15,521 | 49,293 | 6,363,159.67 |

EXPENDITURES FOR VOCATIONAL AGRICULTURE (Not including Teacher Training)

| Year | State | Local | Federal | Total |
|---------|--------------|--------------|--------------|---------------|
| 1925-26 | \$ 46,427.68 | \$ 75,741.39 | \$122,168.53 | \$ 244,337.60 |
| 1929-30 | 63,106.15 | 167,444.71 | 141,802.56 | 372,353.42 |
| 1934-35 | 39,773.82 | 136,166.34 | 173,994.21 | 349,934.37 |
| 1939-40 | 129,706.33 | 224,264.45 | 328,136.65 | 682,107.43 |
| 1944-45 | 231,172.36 | 281,877.59 | 334,508.17 | 847,558.12 |
| 1949-50 | 851,853.31 | 649,631.33 | 447,808.68 | 1,949,313.32 |
| 1950-51 | 855,564.62 | 678,472.06 | 427,215.22 | 1,961,251.90 |
| 1951-52 | 980,430.89 | 748,095.89 | 449,956.75 | 2,178,483.53 |
| 1952-53 | 1,326,342.98 | 776,735.11 | 517,688.33 | 2,620,766.42 |
| 1953-54 | 1,383,667.55 | 882,735.94 | 517,688.33 | 2,784,191.82 |
| 1954-55 | 921,204.59 | 1,238,923.48 | 621,230.28 | 2,781,357.95 |
| 1955-56 | 1,215,476.07 | 946,457.67 | 670,893.28 | 2,832,827.02 |
| 1956-57 | 1,189,136.10 | 953,688.46 | 712,026.28 | 2,854,850.84 |
| 1957-58 | 1,591,088.41 | 1,319,198.66 | 723,675.00 | 3,622,313.35 |





VOCATIONAL HOME ECONOMICS

The vocational home economics program makes it possible for teachers to have extended term of employment. This additional time enables them to know the homes in the school community through a visitation program. Knowing the families in the school program, their interests and needs, helps the teacher to supervise the home experience program through which the students take their homemaking instruction into the actual home situation. In this way the teaching is functional and family centered.

Another aspect of the vocational program is education in homemaking for out-of-school youth and adults. 8,400 adults enrolled in homemaking classes in 1957-58.

This program includes students for satisfying family living; the instruction is centered on food and nutrition, clothing and textiles, home care of the sick, child development, family relations and housing.

There were 534 departments operating in 1957-58 with a high school enrollment of 44,042. In addition there were 336 departments in high schools not receiving reimbursement from State and Federal Funds.

The two student organizations, Future Homemakers of America and New Homemakers of America, are to be found in all schools having homemaking departments. These organizations supplement the classroom program and offer opportunities for further development of students and emphasize the aims and ideals of satisfying family living.

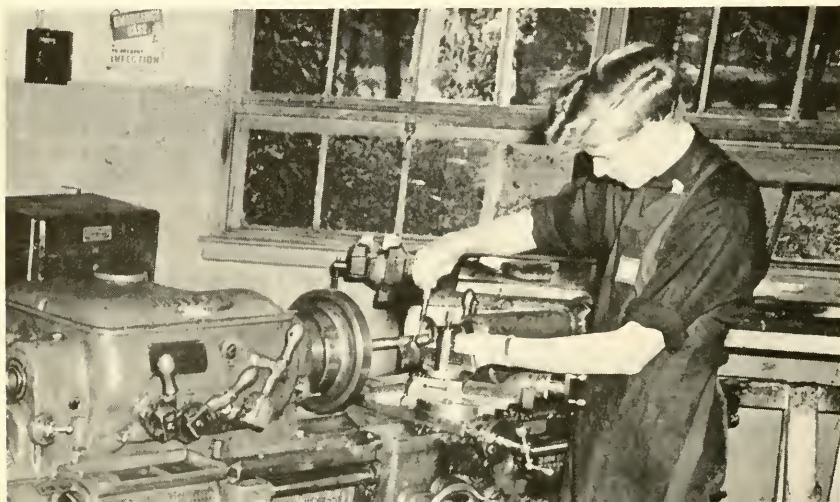
GROWTH IN VOCATIONAL HOME ECONOMICS EDUCATION

| Year | Teachers | Enrollment | Evening Classes | |
|----------|----------|------------|-----------------|------------|
| | | | Number | Enrollment |
| 1918-19 | 3 | 100 | | |
| 1919-20 | 23 | 814 | 20 | 323 |
| 1924-25 | 140 | 5,552 | 334 | 3,925 |
| 1929-30 | 231 | 10,216 | 271 | 3,501 |
| 1934-35* | 87 | 5,283 | 355 | 6,761 |
| 1939-40 | 289 | 20,981 | 302 | 4,718 |
| 1944-45 | 406 | 29,162 | 139 | 2,334 |
| 1949-50 | 436 | 32,203 | 223 | 3,046 |
| 1950-51 | 467 | 33,372 | 245 | 5,605 |
| 1951-52 | 480 | 35,174 | 274 | 5,811 |
| 1952-53 | 494 | 58,953 | 240 | 7,995 |
| 1953-54 | 508 | 46,532 | 296 | 7,330 |
| 1954-55 | 545 | 63,020 | 301 | 14,486 |
| 1955-56 | 548 | 41,642 | 406 | 9,573 |
| 1956-57 | 556 | 51,833 | 357 | 9,277 |
| 1957-58 | 561 | 52,442 | 365 | 8,400 |

* Beginning this year the figures concern only departments financed in part by Federal funds.

EXPENDITURES FOR VOCATIONAL HOME ECONOMICS

| Year | State | Local | Federal | Total |
|---------|--------------|--------------|--------------|---------------|
| 1925-26 | \$ 68,003.65 | \$ 57,839.65 | \$ 12,629.35 | \$ 138,472.65 |
| 1920-30 | 54,963.45 | 151,500.20 | 19,538.28 | 226,001.93 |
| 1934-35 | 13,677.18 | 40,192.79 | 52,708.09 | 106,573.06 |
| 1939-40 | 64,773.27 | 116,116.41 | 168,231.74 | 349,121.42 |
| 1944-45 | 249,660.74 | 211,685.18 | 174,148.73 | 635,494.65 |
| 1949-50 | 758,983.20 | 460,026.54 | 231,402.97 | 1,450,412.71 |
| 1950-51 | 759,301.40 | 487,144.73 | 214,088.08 | 1,460,534.21 |
| 1951-52 | 843,314.93 | 533,594.53 | 223,377.11 | 1,500,646.57 |
| 1952-53 | 1,033,697.77 | 550,018.29 | 252,922.22 | 1,836,638.28 |
| 1953-54 | 1,074,182.88 | 622,981.48 | 252,922.22 | 1,950,086.58 |
| 1954-55 | 1,033,076.83 | 675,940.87 | 318,605.47 | 2,027,623.17 |
| 1955-56 | 1,015,340.20 | 683,135.23 | 350,930.17 | 2,049,405.60 |
| 1956-57 | 1,018,015.73 | 696,200.75 | 374,325.70 | 2,088,542.18 |
| 1957-58 | 1,233,779.12 | 828,070.75 | 380,468.89 | 2,442,318.76 |



VOCATIONAL TRADES AND INDUSTRIES

The trade and industrial program is financed from Federal, State, and local funds.

Trade and industrial education provides the following types of training:

1. Day trade classes for high school students, 16 years of age or older, and adults who wish to learn a highly skilled trade or certain technician occupations.
2. Part-time cooperative classes for high school students, 16 years of age or older, and adults. In the case of high school students, half of each day is spent in school and the other half on the job. Adults likewise spend a portion of the training period in the classroom, followed by practical experience for another period.
3. Extension classes for apprentices in skilled occupations who attend classes during non-working hours to receive technical instruction.
4. Evening extension classes for employed workers who desire technical instruction needed for advancement in their occupations.
5. Preparatory and extension training for practical nursing.

In 1957-58, day trade programs were conducted in 51 school administrative units, with 156 classes in which 4,810 students were enrolled as follows:

| | | | |
|----------------------------|-----|----------------------------|-----|
| Auto Mechanics | 265 | Machine Shop | 588 |
| Bricklaying | 995 | Painting | 31 |
| Cabinetmaking | 82 | Printing | 63 |
| Carpentry | 378 | Radio & Television | 81 |
| Commercial Cooking . . . | 78 | Sewing, Power | 221 |
| Cosmetology | 118 | Sheet Metal | 60 |
| Drafting | 115 | Shoe Repair | 44 |
| Electricians | 31 | Tailoring | 110 |
| Electronic Mechanics . . . | 363 | Textiles | 20 |
| Hand Weaving | 82 | Upholstery | 27 |
| Knitter Fixing | 92 | Welding | 70 |
| Looping | 896 | | |

During 1957-58, 170 part-time cooperative programs, with an enrollment of 1,801 students, were conducted in 30 administrative units. Also, 231 evening extension classes, with a total enrollment of 6,314 students, were conducted in 30 administrative units. The total enrollment in all trade programs during 1957-58 was 12,925.

A new feature for trade and industrial education now being developed is a State-wide program of Industrial Education Centers. These centers are equipped and planned to provide preparatory type of trade technical training to selected young adults and senior high school students and extension type training for employed workers.

GROWTH OF TRADE AND INDUSTRIAL EDUCATION
(Expenditures Excluding Teacher Training)

| Year | Classes | Enrollment | State | Local | Federal | Total |
|---------|---------|------------|--------------|--------------|--------------|--------------|
| 1925-26 | 259 | 3,892 | \$ 13,330.28 | \$ 14,164.44 | \$ 27,494.55 | \$ 54,989.27 |
| 1929-30 | 384 | 5,887 | 14,439.43 | 16,420.42 | 30,859.81 | 61,719.66 |
| 1934-35 | 509 | 7,908 | 12,244.93 | 27,498.65 | 38,256.16 | 77,999.74 |
| 1939-40 | 714 | 11,582 | 22,112.46 | 52,657.03 | 99,466.25 | 174,235.74 |
| 1944-45 | 401 | 7,836 | 60,784.29 | 52,951.27 | 112,149.56 | 225,885.12 |
| 1949-50 | 359 | 9,026 | 216,705.54 | 149,442.89 | 137,520.12 | 503,668.55 |
| 1950-51 | 435 | 8,787 | 206,096.88 | 172,461.08 | 137,319.74 | 515,877.70 |
| 1951-52 | 491 | 8,244 | 225,076.96 | 185,685.74 | 146,506.38 | 557,269.08 |
| 1952-53 | 485 | 8,244 | 184,371.51 | 197,449.60 | 151,757.48 | 533,578.59 |
| 1953-54 | 495 | 8,363 | 281,991.57 | 196,549.33 | 159,601.00 | 638,141.90 |
| 1954-55 | 427 | 9,314 | 273,134.28 | 205,536.68 | 180,120.48 | 658,791.44 |
| 1955-56 | 449 | 9,566 | 270,512.25 | 198,019.56 | 197,043.00 | 665,574.81 |
| 1956-57 | 508 | 11,346 | 323,118.79 | 180,025.41 | 199,605.78 | 702,749.98 |
| 1957-58 | 557 | 12,925 | 389,641.73 | 207,816.91 | 198,334.05 | 795,792.69 |



DISTRIBUTIVE EDUCATION

Financed by federal, State, and local funds, distributive education is a Vocational Education Program for those persons engaged in the distribution of goods and services from the farmer, the producer and the processor to the ultimate consumer. It is education for the business or marketing function in our economy. Two types of programs are conducted, the cooperative program for high school students and the extension program for adults:

1. The high school program prepares boys and girls to make careers in some distributive business. Students develop techniques and skills through supervised work experience in various businesses as trainees. In school the teacher-coordinator uses work experience as a basis for motivation and the development of a broader understanding of distribution and its operations.
2. Through the extension program courses designed to improve and upgrade adults are conducted on three levels—the owner-manager group, the supervisory group, and the employee group. Recently there has been a marked increase among owners and managers in extension training. During the past biennium more than 1600 owners and managers have been enrolled in management courses.

| Year | COOPERATIVE PART-TIME VOCATIONAL TRAINING | | | IN-SERVICE TRAINING FOR ADULTS | |
|---------|--|-------------|------------|-----------------------------------|-------------|
| | No. Classes | No. Persons | Earnings* | No. Classes | No. Persons |
| 1939-40 | 1 | 26 | \$ | 116 | 2,327 |
| 1944-45 | 15 | 267 | 74,640.81 | 122 | 2,281 |
| 1949-50 | 25 | 661 | 274,184.99 | 242 | 5,545 |
| 1950-51 | 26 | 722 | 320,839.83 | 181 | 5,151 |
| 1951-52 | 24 | 725 | 368,472.88 | 123 | 4,406 |
| 1952-53 | 23 | 639 | 366,277.19 | 99 | 1,628 |
| 1953-54 | 30 | 774 | 433,597.98 | 124 | 2,928 |
| 1954-55 | 34 | 994 | 627,039.02 | 113 | 2,593 |
| 1955-56 | 37 | 1,109 | 647,388.27 | 123 | 2,987 |
| 1956-57 | 40 | 1,252 | 659,048.63 | 108 | 4,226 |
| 1957-58 | 43 | 1,303 | 711,138.26 | 161 | 4,683 |

EXPENDITURES FOR DISTRIBUTIVE OCCUPATIONS

| Year | State | Local | Federal | Total |
|---------|-------------|-------------|-------------|--------------|
| 1939-40 | \$ 2,730.38 | \$ 1,686.67 | \$ 6,412.45 | \$ 10,829.50 |
| 1944-45 | 11,665.12 | 6,934.93 | 14,429.33 | 33,029.38 |
| 1949-50 | 44,733.21 | 31,502.33 | 36,013.36 | 112,248.90 |
| 1950-51 | 41,532.87 | 29,267.00 | 35,378.56 | 106,178.43 |
| 1951-52 | 56,720.18 | 34,432.81 | 14,514.72 | 105,667.71 |
| 1952-53 | 50,265.51 | 37,559.00 | 8,653.84 | 96,478.35 |
| 1953-54 | 75,267.00 | 49,640.04 | 8,653.84 | 133,560.88 |
| 1954-55 | 82,086.25 | 42,710.30 | 15,000.00 | 139,796.55 |
| 1955-56 | 70,223.02 | 46,736.73 | 31,575.00 | 148,534.75 |
| 1956-57 | 59,078.67 | 50,226.68 | 59,139.00 | 168,444.35 |
| 1957-58 | 84,429.77 | 63,633.99 | 62,297.20 | 210,360.96 |

* It will be noted that earnings of student-trainees in the cooperative program during the school year is roughly four times as much as the cost of the total program.

VETERANS EDUCATION

Congress has passed laws providing educational benefits to veterans of World War II and to those who have served in the Armed Forces since June 27, 1950. These programs of education are administered through the State Department of Public Instruction. There are three areas of training:

1. Institutional, where courses are offered in colleges, business schools, hospitals, vocational trade schools, flight schools, barber schools, beauty schools, and special courses in high schools.
2. On-the-job training, where courses are offered in approved establishments in which the job is learned by work and related training.
3. Institutional-on-farm training, where a systematic program of vocational agriculture education is provided. This training is offered only in those high schools which have departments of vocational agriculture and the same instructional staff is responsible for the supervision of the program for veterans. Special instructors are employed to teach veterans.

A total of 209,583 North Carolina veterans of World War II have been trained under two programs—the World War II GI Bill and the Vocational Rehabilitation Act for the disabled. Of this number, approximately 197,604 have been trained under the World War II GI Bill, using their education and training to assist them in readjusting to civilian life and make up for the years they were in service. The remaining 11,979 were disabled in World War II service and needed vocational rehabilitation training to overcome their handicaps in order to become employable again.

A total of 58,879 Korea Conflict veterans in the State have taken advantage of training benefits thus far, either under the Korea GI Bill or the vocational rehabilitation program for disabled veterans. In addition, 278 war orphans have received training under the War Orphans' Education Assistance Act of 1956.

VETERANS ENROLLED IN PROGRAMS AS OF OCTOBER 31, 1958:

| | |
|---------------------------------------|-------|
| Institutions of Higher Learning | 6,885 |
| Schools Below College Level | 3,722 |
| Correspondence Only | 560 |
| On-the-Job Training | 301 |
| Apprenticeship Training | 1,213 |
| Institutional On-Farm Training | 1,339 |

VETERANS IN TRAINING AS OF DECEMBER 31, EACH YEAR

| Year | Total | Colleges | Business Schools | Elem. & High |
|------|--------|----------|---------------------|-----------------|
| 1946 | 51,765 | 19,886 | .... | .... |
| 1947 | 64,464 | 19,653 | .... | .... |
| 1948 | 69,415 | 17,028 | .... | .... |
| 1949 | 70,539 | 18,021 | .... | .... |
| 1950 | 51,375 | 7,107 | 1,878 | 8,551 |
| 1951 | 41,584 | 4,605 | 2,010 | 6,534 |
| 1952 | 19,479 | 3,102 | 1,000 | 1,613 |
| 1953 | 15,072 | 4,088 | 933 | 1,047 |
| 1954 | 16,939 | 6,151 | 1,650 | 1,641 |
| 1955 | 19,467 | 8,523 | 1,696 | 2,045 |
| 1956 | 19,768 | 9,415 | 1,989 | 1,463 |
| 1957 | 17,339 | 8,604 | 1,876 | 1,366 |

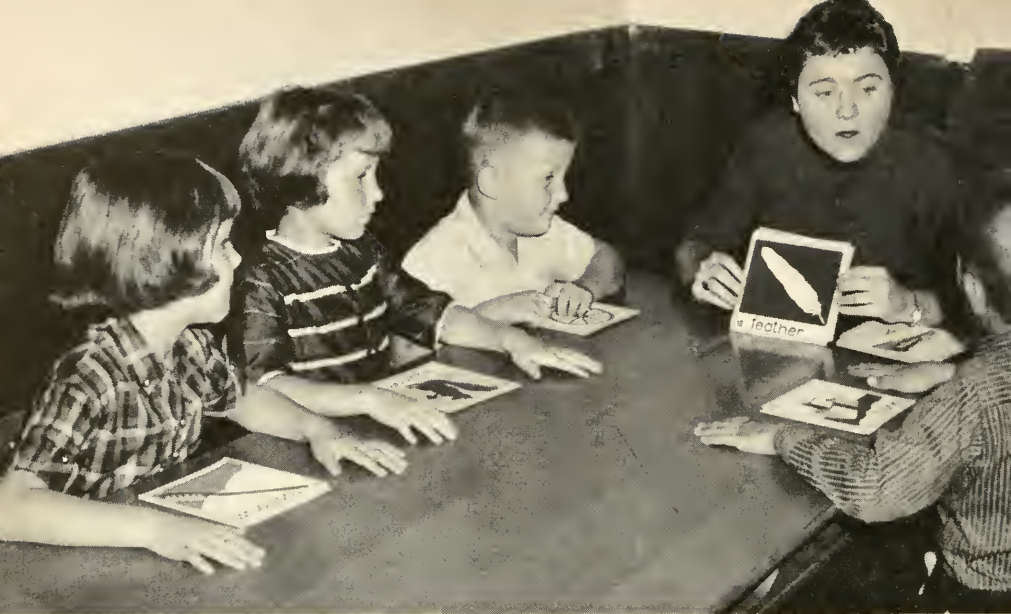
VOCATIONAL AND TRADE

| Year | Profit | Non- Profit | Correspondence Only | Inst. on Farm | On-the-Job Training |
|------|--------|----------------|------------------------|------------------|------------------------|
| 1946 | .... | .... | .... | 6,530 | 17,508 |
| 1947 | .... | .... | .... | 13,615 | 18,605 |
| 1948 | .... | .... | .... | 19,851 | 17,728 |
| 1949 | .... | .... | .... | 24,908 | 13,273 |
| 1950 | 1,415 | 902 | 2,512 | 21,905 | 7,105 |
| 1951 | 739 | 863 | 3,662 | 18,477 | 4,694 |
| 1952 | 123 | 373 | 1,778 | 9,334 | 2,156 |
| 1953 | 149 | 185 | 989 | 9,290 | 2,391 |
| 1954 | 394 | 209 | 861 | 3,348 | 2,685 |
| 1955 | 325 | 359 | 694 | 2,606 | 3,219 |
| 1956 | 612 | 215 | 583 | 2,541 | 2,950 |
| 1957 | 574 | 202 | 548 | 1,831 | 2,338 |

SELECTED ACCOMPLISHMENTS, 1957

By Veterans Enrolled in the Instructional On-Farm Training Program

| Practices | Total Number | Number Different Individuals Participating |
|--|-----------------|--|
| Dwellings Painted | 913 | 402 |
| New Dwellings Built | 137 | 136 |
| Farm Shops Built & Equipped | 36 | 40 |
| Electricity Installed in Homes | 282 | 122 |
| Bathrooms Installed | 905 | 187 |
| Running Water Systems Installed | 631 | 229 |
| Farmsteads Landscaped | 216 | 215 |
| Acres of Land Reforested | 311 | 53 |
| Quarts of Food Canned | 171,894 | 1,628 |
| Farm Status from Renter to Owner Changed | 42 | 42 |
| Milk Cows Acquired | 1,136 | 329 |
| Beef Cattle Acquired | 1,004 | 277 |
| Farm Tractors Acquired | 391 | 393 |



SPECIAL EDUCATION

Special Education encompasses those instructional services needed by children who are handicapped, either physically or mentally, to the extent that they require services different from or in addition to those provided for in the regular school program.

The following are some of the ways in which special education is being provided in North Carolina:

- Special classes or centers for severely crippled children, with the children being transported in specially equipped station wagons, small buses and taxis to specially equipped ground-level classrooms. These children may be severely crippled from cerebral palsy, polio, heart, or other physical conditions.
- Instruction of children confined to their homes because of physical handicaps and long periods of convalescence. School to home electrical teaching devices may be provided in connection with a visiting teacher for the homebound.
- Instruction for children in hospitals, convalescent centers, and sanatoria.
- Speech therapy provided by itinerant teachers of speech correction. These speech correctionists may serve an entire administrative unit working with children who stutter, have delayed speech, or have articulation problems. In addition, the speech therapist may provide special instruction for hard-of-hearing children.

- Classes or services for visually handicapped children whose vision is too poor to permit them to read regular textbooks and who need large or clear type books as well as other aids.
- Classes for mentally retarded children—those whose intellectual development is so slow that they are unable to profit from regular class instruction.

The following summary of the Special Education Program includes only that which was provided by teachers employed full time by the public schools in an area of specialty—crippled, speech correction, hard-of-hearing, partially seeing, or mental retardation:

| SPECIAL EDUCATION CLASSES SHOWING TYPE OF EXCEPTIONAL CHILD AND SCHOOL YEARS | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|
| ENROLLMENT | | | | | | | |
| Area | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 | 1956-57 | 1957-58 |
| Speech | 2,475 | 2,493 | 4,387 | 5,845 | 6,566 | 7,745 | 9,274 |
| Mentally Retarded | 2,365 | 3,139 | 3,197 | 2,379 | 2,763 | 3,736 | 3,875 |
| Crippled | 347 | 192 | 142 | 295 | 300 | 202 | 169 |
| Visual | 77 | 20 | 58 | 54 | 55 | 75 | 47 |
| Hard of Hearing | 54 | 57 | 18 | 19 | 22 | 13 | 13 |
| Totals | 5,318 | 5,901 | 7,802 | 8,592 | 9,706 | 11,771 | 13,378 |
| NUMBER OF TEACHERS | | | | | | | |
| Speech | 22 | 35 | 45 | 55 | 60 | 66 | 70 |
| Mentally Retarded | 70 | 83 | 96 | 92 | 105 | 134 | 154 |
| Crippled | 16 | 31 | 16 | 17 | 17 | 17 | 13 |
| Visual | 4 | 4 | 4 | 4 | 4 | 4 | 5 |
| Hard of Hearing | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| Totals | 112 | 154 | 162 | 169 | 187 | 222 | 243 |
| State-Allotted | 75 | 113 | 121 | 129 | 129 | 162 | 190 |
| Locally Financed | 37 | 41 | 41 | 40 | 58 | 60 | 53 |

Program of Training for Trainable Mentally Handicapped Children

The 1957 General Assembly of North Carolina provided for a program of training for trainable mentally handicapped children under the general supervision of the State Superintendent of Public Instruction. These children have ordinarily been excluded from the public schools as uneducable; but since the enactment of the law, day training centers operated by local boards of education may be eligible to receive State-aid from the appropriations provided for this purpose.

The school year 1957-58 was the first year for the program: 22 centers were established in which 34 instructors and 34 attendants were employed; 400 trainable mentally handicapped children were enrolled during the year.

GUIDANCE SERVICES

Guidance services are organized activities designed to give systematic aid to pupils in understanding themselves and in making wise choices and satisfactory adjustments to various types of educational, vocational or personal-social problems which they must meet.

Guidance services may be classified as follows:

- Individual inventory, which includes recording all pertinent data about the student and using it to help him understand himself, his problems and his needs.
- Information service, which makes available the resources and provides the activities needed by students in solving their educational, vocational and personal problems.
- Counseling, which guides individual students in identifying, understanding, and solving their problems.
- Placement service, which helps the student carry out his plans and decisions.
- Follow-up service, which maintains contact with former students, both graduates and drop-outs.

It is desirable that every school have on its staff a person qualified to assume major counseling duties and to provide leadership in guidance activities.

| COUNSELING SERVICES | | | | | | | | |
|-----------------------|---------|--------|-------|-------|-------|-------|-------|-------|
| | | County | | | City | | | TOTAL |
| | | White | Negro | Total | White | Negro | Total | |
| No. High Schools, | 1956-57 | 560 | 165 | 725 | 111 | 76 | 187 | 912 |
| | 1957-58 | 552 | 165 | 717 | 114 | 79 | 193 | 910 |
| Schools Reporting | | | | | | | | |
| Counselors With | | | | | | | | |
| Scheduled Time | 1954-55 | 91 | 30 | 121 | 61 | 20 | 81 | 202 |
| | 1955-56 | 94 | 38 | 132 | 70 | 18 | 88 | 220 |
| | 1956-57 | 105 | 39 | 144 | 56 | 28 | 84 | 228 |
| | 1957-58 | 131 | 47 | 178 | 77 | 37 | 114 | 292 |
| Percentage of Schools | | | | | | | | |
| | 1956-57 | 18.7 | 23.6 | 19.8 | 50.4 | 36.8 | 44.9 | 25.0 |
| | 1957-58 | 23.7 | 28.4 | 24.8 | 76.5 | 46.8 | 59.0 | 32.0 |
| Number of Counselors | | | | | | | | |
| | 1954-55 | 105 | 43 | 148 | 113 | 23 | 136 | 284 |
| | 1955-56 | 120 | 50 | 170 | 127 | 26 | 153 | 323 |
| | 1956-57 | 121 | 45 | 166 | 102 | 40 | 142 | 308 |
| | 1957-58 | 165 | 63 | 328 | 133 | 53 | 186 | 514 |

NOTE: This list includes only persons who have scheduled time listed on school schedule and does not include any full-time vocational teachers who are normally required to schedule some counseling time.

SCHOOL LIBRARIES

A good school library makes important contributions to all phases of teaching and learning. School library services include:

- Providing a broad, varied collection of materials—including books, magazines, films, filmstrips, newspapers, pamphlets, recordings—selected to meet the needs of the curriculum and to provide for the individual needs and interests of boys and girls.
- Helping students and teachers to locate and use these materials.
- Providing space for reading and research work by class groups and individuals.
- Teaching boys and girls the skills they need in order to use books and libraries effectively.
- Guiding students' independent reading and promoting life-time habits of reading.

In order to develop effective school library services, schools must make provision for (1) library materials, (2) library quarters, and (3) library personnel. How well is North Carolina meeting these needs?

Library materials. In 1957-58, the total number of library books owned by the public schools was 5.5+ million volumes, or an average of 5+ books per pupil. National standards recommend an average of 10 or more books per pupil. Other library materials (films, filmstrips, recordings, magazines, newspapers, pamphlets) are provided to approximately the same extent as library books.

Library quarters. Each public high school in North Carolina provides quarters for housing library materials, but the space is frequently inadequate. In 1957-58, about 1250 or 60% of the elementary schools had central libraries. Library quarters are included in most new school plants.

Library personnel. No library personnel has been provided by North Carolina from State funds.

- *School librarians.* Approximately one-half of the public schools are attempting to provide personnel to staff school libraries through use of local funds and/or State-allotted

classroom teachers. In 1957-58, there were approximately 420 full-time librarians who were certified for school library service. There were some 800 teachers, many with almost no training in library science, who spent a part of the school day in the library. Over 850 schools with central libraries had no trained person assigned to the library for any part of the school day. The practice of employing one librarian to serve several elementary schools is being encouraged until full-time personnel can be provided.

- *School library supervisors.* In 1957-58, 16 school administrative units employed fulltime school library supervisors. In addition, 8 other units employed personnel with part-time responsibility for supervising school library services within the administrative unit. Where library supervisors are employed, the quality of library service has greatly improved.



PERSONNEL WITH SOME LIBRARY TRAINING

| Year | Full-Time | | | | Total | Part-Time | Total |
|---------|------------|------|------------|------|-------|-----------|-------|
| | White | | Negro | | | | |
| | Elementary | High | Elementary | High | | | |
| 1929-30 | | | | | 11 | | |
| 1934-35 | | | | | 43 | | |
| 1939-40 | | | | | 103 | 587 | 690 |
| 1944-45 | 19 | 72 | 9 | 21 | 121 | 614 | 735 |
| 1945-46 | 20 | 73 | 10 | 19 | 122 | 588 | 710 |
| 1946-47 | 28 | 85 | 15 | 23 | 151 | 637 | 788 |
| 1947-48 | 31 | 104 | 19 | 25 | 179 | 651 | 830 |
| 1948-49 | 42 | 123 | 22 | 26 | 213 | 750 | 963 |
| 1949-50 | 72 | 160 | 50 | 54 | 336 | 607 | 943 |
| 1950-51 | 36 | 126 | 40 | 32 | 234 | 852 | 1,086 |
| 1951-52 | 80 | 135 | 54 | 49 | 318 | 820 | 1,138 |
| 1952-53 | 117 | 149 | 55 | 54 | 375 | 846 | 1,221 |
| 1953-54 | 134 | 153 | 56 | 51 | 394 | 863 | 1,257 |
| 1954-55 | 117 | 141 | 51 | 58 | 367 | 842 | 1,209 |
| 1955-56 | 137 | 142 | 54 | 59 | 392 | 856 | 1,248 |
| 1956-57 | 142 | 144 | 56 | 62 | 404 | 868 | 1,272 |
| 1957-58 | 150 | 162 | 51 | 58 | 421 | 800 | 1,221 |

TOTAL EXPENDITURES FOR SCHOOL LIBRARIES

| Year | White | Negro | Total Expenditures | Average Per Pupil |
|----------|--------------|------------|--------------------|-------------------|
| 1929-30 | \$ | \$ | \$ 128,441.55 | \$.32 |
| 1934-35 | 98,729.48 | 14,017.35 | 112,746.83 | .17 |
| 1939-40 | 236,551.93 | 31,977.84 | 268,529.77 | .40 |
| 1944-45 | 368,520.63 | 74,679.03 | 443,199.66 | .64 |
| 1949-50 | 714,446.18 | 162,425.32 | 876,871.50 | 1.08 |
| 1950-51 | 817,672.12 | 184,833.89 | 1,002,506.01 | 1.11 |
| 1951-52 | 1,000,555.74 | 253,669.37 | 1,254,225.11 | 1.34 |
| 1952-53 | 1,098,460.01 | 299,649.08 | 1,398,109.09 | 1.46 |
| 1953-54 | 1,115,079.04 | 307,015.39 | 1,422,094.43 | 1.41 |
| 1954-55 | 1,075,763.15 | 271,414.76 | 1,347,177.91 | 1.31 |
| 1955-56 | 1,130,241.43 | 268,493.88 | 1,398,735.31 | 1.32 |
| 1956-57 | 1,187,027.06 | 300,667.41 | 1,487,694.47 | 1.38 |
| 1957-58* | 1,250,000.00 | 325,000.00 | 1,575,000.00 | 1.39 |

* Estimated.

NUMBER AND CIRCULATION OF LIBRARY BOOKS

| Year | Volumes | | Circulation | | Average | |
|----------|---------------|------------------|-------------|-----------|------------|-----------|
| | Total Volumes | Per Pupil A.D.M. | White | Negro | Total | Per Pupil |
| 1934-35 | 1,636,835 | 1.8 | 4,099,229 | 338,981 | 4,438,210 | 7.5 |
| 1939-40 | 2,163,183 | 2.5 | 7,291,671 | 965,815 | 8,257,486 | 12.24 |
| 1944-45 | 3,197,933 | 4.2 | 8,471,240 | 1,367,695 | 9,838,935 | 14.29 |
| 1949-50 | 3,985,289 | 4.89 | 10,527,131 | 1,608,657 | 12,135,788 | 14.88 |
| 1950-51 | 4,278,502 | 4.72 | 11,641,525 | 1,493,462 | 13,134,987 | 14.50 |
| 1951-52 | 4,427,932 | 4.75 | 11,998,362 | 2,008,897 | 14,007,259 | 15.01 |
| 1952-53 | 4,699,784 | 4.91 | 13,872,995 | 3,099,692 | 16,972,687 | 17.73 |
| 1953-54 | 4,958,642 | 4.92 | 15,684,575 | 2,819,095 | 18,503,670 | 18.37 |
| 1954-55 | 5,191,697 | 5.04 | 16,374,890 | 2,492,640 | 18,867,530 | 18.31 |
| 1955-56 | 5,365,687 | 5.07 | 18,132,855 | 3,122,747 | 21,255,602 | 20.08 |
| 1956-57 | 5,576,630 | 5.20 | 18,724,807 | 3,300,442 | 22,025,249 | 20.55 |
| 1957-58* | 5,775,000 | 5.30 | 19,300,000 | 3,475,000 | 22,775,000 | 20.80 |

VOCATIONAL REHABILITATION

Vocational Rehabilitation is a public service designed to develop, preserve or restore the ability of disabled men and women to perform remunerative work. Each disabled person served receives the combination of services which meets his individual need. These services may include medical, surgical and psychiatric treatment; hospital care; artificial appliances; specialized training; living expenses and/or transportation during training; occupational tools, equipment and licenses; placement on the job; follow-up; and professional counseling during the entire rehabilitation process.

Persons with disabilities resulting from birth, disease, accident, or from emotional causes are served. These include arm and leg deformities, amputations, heart ailments, tuberculosis, hearing, speech and eye defects, and many other handicapping conditions. Any handicapped person sixteen years of age or older who can be reasonably expected to profit by rehabilitation services, should apply for consideration.

GROWTH IN VOCATIONAL REHABILITATION SERVICES

No. Rehabilitated

| Year | Total Rehab. | Total Case Services | With Physical Restoration | With Training | All Other Services |
|---------|--------------|---------------------|---------------------------|---------------|--------------------|
| 1921-22 | 18 | .... | .... | 7 | 11 |
| 1924-25 | 94 | .... | .... | 61 | 33 |
| 1929-30 | 72 | .... | .... | 54 | 18 |
| 1934-35 | 230 | .... | .... | 158 | 72 |
| 1939-40 | 486 | .... | .... | 374 | 112 |
| 1944-45 | 1,865 | .... | 544 | 323 | 998 |
| 1949-50 | 2,625 | 8,272 | 3,027 | 1,096 | 4,149 |
| 1950-51 | 2,178 | 6,416 | 2,409 | 325 | 3,682 |
| 1951-52 | 2,634 | 8,558 | 3,350 | 626 | 4,582 |
| 1952-53 | 2,450 | 8,067 | 3,319 | 361 | 4,387 |
| 1953-54 | 2,530 | 8,220 | 3,436 | 400 | 4,384 |
| 1954-55 | 2,689 | 7,975 | 3,547 | 412 | 4,016 |
| 1955-56 | 2,730 | 7,907 | 3,422 | 447 | 4,038 |
| 1956-57 | 2,930 | 8,547 | 3,921 | 383 | 4,243 |
| 1957-58 | 3,537 | 10,441 | 4,912 | 531 | 4,998 |

EXPENDITURES FOR VOCATIONAL REHABILITATION SERVICES

| Year | Local | State | Federal | Total | Av. Case Cost |
|---------|-------------|--------------|--------------|--------------|---------------|
| 1925-26 | \$ 1,736.88 | \$ 26,161.74 | \$ 16,225.69 | \$ 44,124.31 | \$459.63 |
| 1929-30 | 1,958.86 | 33,011.00 | 19,971.28 | 54,941.14 | 763.07 |
| 1934-35 | 13,823.67 | 23,961.65 | 29,673.63 | 67,458.95 | 293.30 |
| 1939-40 | 16,493.08 | 51,159.82 | 62,797.75 | 130,450.65 | 268.42 |
| 1944-45 | 10,617.59 | 91,389.37 | 269,881.71 | 371,888.67 | 199.40 |
| 1949-50 | 23,194.98 | 305,139.40 | 502,959.98 | 831,294.36 | 316.68 |
| 1950-51 | 27,385.50 | 304,376.06 | 544,132.24 | 875,893.80 | 402.16 |
| 1951-52 | 28,753.43 | 329,352.17 | 540,950.83 | 899,056.43 | 341.32 |
| 1952-53 | 31,049.87 | 357,282.97 | 560,131.67 | 948,464.51 | 387.13 |
| 1953-54 | 34,942.25 | 397,395.06 | 537,302.94 | 969,640.25 | 383.25 |
| 1954-55 | 33,963.35 | 369,681.78 | 618,200.00 | 1,021,845.13 | 380.00 |
| 1955-56 | 39,000.54 | 436,533.62 | 786,383.71 | 1,261,917.87 | 462.24 |
| 1956-57 | 39,277.95 | 483,166.35 | 895,840.70 | 1,418,285.00 | 484.00 |
| 1957-58 | 43,883.30 | 584,028.71 | 1,141,932.02 | 1,769,844.03 | 500.00 |



At the interesting and active age of 15, this intelligent, attractive young girl was in an automobile accident and received a spinal injury which left her a paraplegic. It was a painfully long and slow process, but she gradually regained her strength and was able to care for herself, although she never hoped to walk again. She saw the necessity of completing the other three years of high school work, and after receiving her diploma, the Rehabilitation Division sponsored her secretarial training at the Woodrow Wilson Rehabilitation Center in Fishersville, Virginia. She enjoyed the life at the Center—with more than half the students in wheelchairs. It's hard for able-bodied people to imagine wheelchair softball games and wheelchair square dances! After completion of her training, and several unsuccessful attempts at job finding, her Rehabilitation counselor found the perfect job for her—office work in the welfare department in her home town; perfect, because there were no steps into the building, and here she could make full use of her training. A willing, cheerful and efficient worker, she has now been working for five years and they hope to keep her.

VII

What Other Educational Institutions Are Operated in North Carolina?

PUBLIC

Federal Schools

The federal government operates elementary or secondary schools at two military bases, Camp Lejeune and Fort Bragg, and one at the Cherokee Indian Reservation.

Special State-Supported Schools

Several State-supported institutions, established for certain specific purposes, also provide instructional programs. They are the following:

North Carolina School for the Deaf, Morganton

State School for the Blind and Deaf, Raleigh

Stonewall Jackson Training School, Concord

State Home and Industrial School for Girls, Eagle Springs

Morrison Training School, Hoffman

Eastern Carolina Training School, Rocky Mount

State Training School of Negro Girls, Kinston

The first two are operated under independent boards of trustees, whereas the latter five are under the general supervision of the State Board of Public Welfare.

Vocational Trade Schools

There was one public school in this classification in 1957-58, the Vocational Textile School at Belmont. This school operated under the direction of a special board of trustees and is closely supervised by the State Department of Public Instruction.

Colleges and Universities

The State supports twelve institutions of higher learning: six for white students, five for Negroes, and one for Indian. The accompanying table shows the enrollment in these institutions as of October, 1957.

ENROLLMENT IN PUBLIC COLLEGES
(As of October of each year)

| Institution | Men | | Women | | Total | |
|--------------------------------|---------|---------|---------|---------|---------|---------|
| | 1954-55 | 1957-58 | 1954-55 | 1957-58 | 1954-55 | 1957-58 |
| SENIOR—WHITE | | | | | | |
| University, Chapel Hill | 4,993 | 5,718 | 1,068 | 1,320 | 6,061 | 7,038 |
| State College | 4,228 | 5,652 | 52 | 105 | 4,280 | 5,757 |
| Woman's College | 5 | 10 | 2,335 | 2,255 | 2,340 | 2,265 |
| Appalachian Teachers | 647 | 1,007 | 805 | 942 | 1,452 | 1,949 |
| East Carolina | 1,178 | 1,672 | 1,185 | 1,695 | 2,363 | 3,367 |
| Western College | 567 | 768 | 330 | 386 | 897 | 1,154 |
| Total | 11,618 | 14,827 | 5,775 | 6,703 | 17,393 | 21,530 |
| NEGRO | | | | | | |
| Agricultural & Technical | 1,481 | 1,368 | 641 | 686 | 2,122 | 2,044 |
| North Carolina at Durham | 529 | 556 | 877 | 799 | 1,406 | 1,355 |
| Elizabeth City | 109 | 144 | 330 | 241 | 439 | 385 |
| Fayetteville | 159 | 178 | 467 | 347 | 626 | 525 |
| Winston-Salem | 210 | 266 | 586 | 663 | 796 | 889 |
| Total | 2,448 | 2,512 | 2,901 | 2,726 | 5,399 | 5,238 |
| INDIAN | | | | | | |
| Pembroke | 59 | 179 | 102 | 159 | 161 | 338 |
| TOTAL SENIOR | 14,165 | 17,518 | 8,778 | 9,588 | 22,943 | 27,106 |
| JUNIOR—WHITE | | | | | | |
| Asheville-Biltmore | 210 | 157 | 98 | 52 | 308 | 209 |
| Charlotte | 177 | 347 | 13 | 28 | 190 | 375 |
| Wilmington | 137 | 298 | 113 | 90 | 250 | 388 |
| Total | 524 | 802 | 224 | 170 | 748 | 972 |
| NEGRO | | | | | | |
| Carver | 123 | 176 | 28 | 70 | 151 | 246 |
| Wilmington (Off-Campus) * | 14 | 45 | 11 | 45 | 25 | 90 |
| Total | 137 | 221 | 39 | 115 | 176 | 336 |
| TOTAL JUNIOR | 661 | 1,023 | 263 | 285 | 924 | 1,308 |
| TOTAL SENIOR AND JUNIOR | | | | | | |
| TOTAL | 14,826 | 18,541 | 9,041 | 9,873 | 23,867 | 28,414 |
| White | 12,142 | 15,629 | 5,999 | 6,873 | 18,141 | 22,502 |
| Negro | 2,625 | 2,733 | 2,940 | 2,841 | 5,565 | 5,574 |
| Indian | 59 | 179 | 102 | 159 | 161 | 338 |

* Sponsored by Fayetteville State Teachers College in 1954-55

NON-PUBLIC

Kindergarten

Although the law permits the establishment of public kindergartens, none has been provided. There is, however, a large number of non-public schools operated privately, some by church organizations. All such institutions are, according to law, subject to the supervision of the State Department of Public Instruction and to standards adopted by the State Board of Education. A new bulletin, *Schools for Young Children*, containing these standards and other suggestions for the education of children prior to their enrollment in the first grade, was issued in 1955.

Elementary Schools

A total of 62 non-public elementary schools (55 white and 7 Negro), operated in 1957-58. Sixteen of these were for first-grade children only. Most of these schools were located in city administrative units.

High Schools

During 1957-58 there were 41 non-public schools (34 for white and 7 for Negroes) offering high school curricula. A majority of these were church-related. All except eight were accredited by the State Department of Public Instruction; 15 were accredited by the Southern Association of Secondary Schools and Colleges.

Vocational Trade Schools

There were three private schools of this type, two for whites and one for Negroes. They were: John C. Campbell Folk School at Brasstown; Penland School for Handicrafts, Penland; and Home Eckers Trade School at Raleigh. The later is for Negroes.

Colleges and Universities

There are 42 classified private and church-related institutions of higher learning located in North Carolina, not including a seminary for graduate students, three Bible colleges, and one unclassified institution. Of these 42 institutions, 23 are senior grade and 19 junior. Thirty-five of the 42 are for white students and seven for Negroes. The accompanying table shows the enrollment in these institutions as of October, 1957.

ENROLLMENT IN NON-PUBLIC COLLEGES

(As of October of each year)

| Institution | Men | | Women | | Total | |
|--------------------------------|---------------|---------------|--------------|---------------|---------------|---------------|
| | 1954-55 | 1957-58 | 1954-55 | 1957-58 | 1954-55 | 1957-58 |
| SENIOR—WHITE | | | | | | |
| Atlantic Christian | 286 | 519 | 210 | 336 | 496 | 855 |
| Belmont Abbey | 269 | 400 | 1 | 10 | 270 | 410 |
| Black Mountain | 10 | ** | 6 | ** | 16 | ** |
| Catawba | 377 | 499 | 162 | 238 | 539 | 737 |
| Davidson | 844 | 870 | 0 | 0 | 844 | 870 |
| Duke* | 3,842 | 3,603 | 1,184 | 1,705 | 5,026 | 5,310 |
| Elon | 669 | 935 | 215 | 252 | 884 | 1,187 |
| Flora Macdonald | 9 | 16 | 272 | 291 | 281 | 307 |
| Greensboro | 12 | 45 | 342 | 364 | 354 | 409 |
| Guilford | 392 | 744 | 182 | 214 | 574 | 958 |
| High Point | 554 | 645 | 301 | 313 | 855 | 958 |
| Meredith | 6 | 0 | 613 | 637 | 619 | 637 |
| Lenoir Rhyne | 523 | 549 | 359 | 357 | 882 | 906 |
| Montreat | 2 | 10 | 179 | 172 | 181 | 182 |
| Pheiffer | † | 448 | † | 275 | † | 723 |
| Queens | 38 | 93 | 396 | 532 | 434 | 625 |
| Salem | 14 | 22 | 322 | 390 | 336 | 412 |
| Wake Forest | 1,382 | 1,800 | 322 | 489 | 1,704 | 2,289 |
| Total | 9,229 | 11,198 | 5,066 | 6,577 | 14,295 | 17,775 |
| NEGRO | | | | | | |
| Barber Scotia | 1 | 23 | 184 | 191 | 185 | 214 |
| Bennett | 0 | 0 | 450 | 444 | 450 | 444 |
| Johnson C. Smith | 304 | 470 | 330 | 371 | 634 | 841 |
| Livingstone | 137 | 190 | 251 | 269 | 388 | 459 |
| Shaw | 207 | 236 | 314 | 326 | 541 | 562 |
| St. Augustine's | 157 | 177 | 292 | 216 | 499 | 393 |
| Total | 806 | 1,096 | 1,821 | 1,817 | 2,627 | 2,913 |
| TOTAL SENIOR | 10,035 | 12,294 | 6,887 | 8,394 | 16,922 | 20,688 |
| JUNIOR—WHITE | | | | | | |
| Brevard | 89 | 194 | 130 | 124 | 219 | 318 |
| Campbell | 310 | 569 | 142 | 211 | 452 | 780 |
| Chowan | 188 | 267 | 113 | 77 | 301 | 344 |
| Edwards Military Institute | 108 | 154 | 0 | 0 | 108 | 154 |
| Garner-Webb | 217 | 323 | 139 | 155 | 356 | 478 |
| Lees-McRae | 164 | 184 | 152 | 152 | 316 | 336 |
| Louisburg | 121 | 253 | 81 | 115 | 202 | 368 |
| Mars Hill | 417 | 619 | 445 | 443 | 862 | 1,062 |
| Mitchell | 43 | 74 | 74 | 74 | 117 | 148 |
| Mount Olive | *** | 39 | *** | 48 | *** | 87 |
| Oak Ridge | 54 | 59 | 0 | 0 | 54 | 59 |
| Peace | 0 | 0 | 212 | 264 | 212 | 264 |
| Pfeiffer | 208 | † | 142 | † | 350 | † |
| Pineland | 0 | 0 | 38 | 47 | 38 | 47 |
| Presbyterian | 91 | 145 | 2 | 11 | 93 | 156 |
| Sacred Heart | 2 | 0 | 172 | 217 | 174 | 217 |
| St. Genevieve | 0 | ** | 82 | ** | 82 | ** |
| St. Marys | 0 | 0 | 203 | 213 | 203 | 213 |
| Warren Wilson | 70 | 106 | 73 | 117 | 143 | 223 |
| Wingate | 183 | 439 | 70 | 169 | 253 | 608 |
| Total | 2,265 | 3,425 | 2,270 | 2,436 | 4,535 | 5,862 |
| NEGRO | | | | | | |
| Immanuel Lutheran | 15 | 24 | 19 | 17 | 34 | 41 |
| TOTAL JUNIOR | 2,280 | 3,449 | 2,289 | 2,454 | 4,569 | 5,903 |
| TOTAL SENIOR AND JUNIOR | | | | | | |
| TOTAL | 12,315 | 15,743 | 9,176 | 10,848 | 21,491 | 26,591 |
| White | 11,494 | 14,623 | 7,336 | 9,014 | 18,830 | 23,637 |
| Negro | 821 | 1,120 | 1,850 | 1,834 | 2,261 | 2,954 |

* Division as to men and women in 1954-55 estimated incorrectly.

** Not operated as college in 1957-58.

*** Not operating in 1954-55.

† Junior college in 1954-55; Senior college in 1957-58.

VIII

What Are the Recommendations for Improving the Public Schools?

One of the administrative duties of the State Superintendent of Public Instruction, as defined in Chapter 115 of the General Statutes, is "to report biennially to the Governor" such information and statistics as would reflect the status of the public schools and to submit "recommendations for their improvement." Statistical and descriptive data on school operations in North Carolina have been presented in the preceding sections of this Report; this section, therefore, constitutes the State Superintendent's recommendations to the Governor and the General Assembly for the further improvement of the public schools.

The 1957-59 appropriation for the support of the public school enrollment of more than 1,000,000 children is approximately \$320,000,000. To continue our schools during the 1959-61 biennium at the present levels of operation and support will require an appropriation increase of approximately \$12,000,000. This projection is reflected in the "A" section of the budget request. The "B" section of the budget request contains the areas of opportunity for expansion and improvement. The recommendations outlined here are in support of the "B" budget request as summarized on the following page.

General Statement

The "B" Budget Requests for the Biennium 1959-61 have been prepared in the belief that good classroom instruction is the real objective of the public schools. The request for additional personnel, more instructional and library materials, increases in salaries, and a longer work period for teachers has as its primary objective the improvement of classroom instruction. Provision for the additional funds requested will be a forward step toward improving the quality of instruction afforded in the public schools.

"B" BUDGET REQUEST BY PURPOSES 1959-61

| Purpose | | 1959-60 | "B" Budget Request 1960-61 | Total |
|---|------------|--------------|-------------------------------|--------------|
| A. Salary Increase of Personnel Included in "A" Budget | | | | |
| 1. Superintendents | \$ | 239,618 | \$ 263,364 | \$ 502,982 |
| 2. Clerical Assistants | | 68,785 | 68,785 | 137,570 |
| 3. Property and Cost Clerks | | 23,175 | 23,175 | 46,350 |
| 4. Classroom Teachers (Academic) | 12,977,486 | | 13,279,484 | 26,256,970 |
| 5. Building Principals | | 8,573 | 8,257 | 16,830 |
| 6. Classified Principals | 1,045,428 | | 1,080,523 | 2,125,951 |
| 7. Supervisors | | 126,513 | 127,037 | 253,550 |
| 8. Janitors and Maids | 456,944 | | 466,217 | 923,161 |
| 9. Bus Drivers | 148,662 | | 151,956 | 300,618 |
| 10. Mechanics | 188,442 | | 193,618 | 382,060 |
| 11. Agriculture Teachers | 237,640 | | 238,880 | 476,520 |
| 12. Home Economics Teachers | 177,913 | | 180,647 | 358,560 |
| 13. Trades and Industries Teachers | 99,986 | | 103,160 | 203,146 |
| 14. Distributive Education Teachers | 18,412 | | 19,640 | 38,052 |
| 15. Teacher Training | 14,325 | | 14,752 | 29,077 |
| Total Salary Increase | | \$15,831,902 | \$16,219,495 | \$32,051,397 |
| B. Extended Term of One Week for Academic Teachers | | | | |
| | \$ | 3,773,371 | \$ 3,860,889 | \$ 7,634,260 |
| C. Additional Personnel | | | | |
| 1. Guidance and Counseling Teachers | \$ | 414,701 | \$ 624,077 | \$ 1,038,778 |
| 2. Guidance and Counseling (State Office) | | 14,712 | 14,958 | 29,670 |
| 3. Librarians | | 829,402 | 1,248,153 | 2,077,555 |
| 4. Special Education | | 124,410 | 187,223 | 311,633 |
| 5. Additional Teachers to Enable Principals to Render More Effective Service | 1,244,103 | | 1,248,153 | 2,492,256 |
| 6. Home Economics Teachers | | 48,533 | 87,851 | 136,384 |
| 7. School Planning Division (State Office) | | 43,200 | 50,534 | 93,734 |
| Total Additional Personnel | | \$ 2,719,061 | \$ 3,460,949 | \$ 6,180,010 |
| D. Industrial Education Centers | | | | |
| 1. Operation (Salaries and Other Cost) | \$ | 377,469 | \$ 394,687 | \$ 772,156 |
| 2. Equipment | | 1,491,000 | — | 1,491,000 |
| Total Industrial Education Centers | | \$ 1,868,469 | \$ 394,687 | \$ 2,263,156 |
| E. Other Expansion and Improvement in Standards | | | | |
| 1. Office Expense (School Units) | \$ | 6,130 | \$ 6,130 | \$ 12,260 |
| 2. Instructional Supplies | | 402,689 | 411,474 | 814,163 |
| 3. Water, Light, and Power | | 154,325 | 157,457 | 311,782 |
| 4. Janitorial Supplies | | 49,668 | 50,676 | 100,344 |
| 5. Telephones in Schools | | 70,954 | 72,394 | 143,348 |
| 6. City Transportation | | 430,207 | 441,397 | 871,604 |
| 7. School Libraries | | 529,854 | 541,413 | 1,071,267 |
| 8. Child Health Program | | 183,956 | 187,424 | 371,380 |
| 9. Technical Workshops (Agriculture) | | 6,000 | 6,000 | 12,000 |
| 10. Additional Scholarships— Teacher Education | | 52,500 | 105,000 | 157,500 |
| Total Other Expansion & Improvement | \$ | 1,886,283 | \$ 1,979,365 | \$ 3,865,648 |
| Grand Total "B" Budget Request (State Board of Education) | | \$26,079,086 | \$25,915,385 | \$51,994,471 |
| F. Department of Public Instruction | | 95,479 | 93,669 | 189,148 |
| Grand Total "B" Budget Request | | \$26,174,565 | \$26,009,054 | \$52,183,619 |

A. Salaries of School Personnel

The State Board of Education strongly recommends salary increases as a means of helping to obtain and hold a competent supply of personnel. There is aroused public interest in the job being done in the public schools. Only through quality personnel can we improve the quality of instruction and gear it to present-day needs.

It is the considered judgment of the State Board of Education that a way must be found by which pupils in the public schools

of North Carolina will continue to have the best possible teachers and administrators. Many factors are considered by young people in choosing a career. The factors which cause young persons with fine intellect, magnetic personality, and characteristics of well-balanced leadership to choose professions other than teaching must be met by the public schools. Our finest young people must desire to return to the public schools as teachers, principals, and supervisors. Salary is one realistic factor in their decision.

The Board requested the 1957 General Assembly to appropriate funds to provide for a salary schedule of \$2,900 to \$4,500 for teachers. Funds were appropriated to provide a schedule of \$2,799 to \$4,338. Even with the increase granted, the Board is of the opinion that another substantial increase must be made in the salaries of teachers and other school personnel at this time.

The "B" budget request submitted for teachers' salaries during the coming biennium is based on a beginning salary of \$3,100 for teachers holding the Class A Certificate and a maximum salary of \$4,800 for teachers holding the Graduate Certificate, for the nine months school term.

The current salary schedules for principals and superintendents call for adjustment. Through the years there have been cases of principals receiving a higher monthly salary than the superintendent of the administrative unit. During the 1957-58 school year, there were 71 administrative units in which one or more principals received a higher monthly salary from State funds than the superintendent. There were 105 principals who received a higher monthly salary than their superintendent and 2 who received a higher annual salary in 10 months than the superintendent received in 12 months. This situation affects practically every bracket in the Superintendent's Salary Schedule. In those 71 administrative units, 53 of the superintendents had four or more years' experience as a principal. If this situation is to be remedied, it will be necessary to make a substantial adjustment in the superintendents' schedule.

In addition to teachers and superintendents, similar salary increases and adjustments approximating ten per cent are recommended for principals, supervisors, and other personnel.

B. Extended Term of Service for Teachers

One week of additional service for teachers will improve the quality of education. It will make possible 180 days of uninterrupted instruction for all pupils and will thereby greatly acceler-

ate instructional opportunity. These five additional days, a part before school opens and part after the close of school, are urgently needed for specific purposes of curriculum planning, conferences with parents and students, pupil guidance, and a positive approach to the true function of the school. These days are not requested for or intended to be used for school housekeeping, nor is this request made as a means of increasing the total pay of teachers; on the contrary, it is made in the firm belief that it will materially improve the operation of the public schools. Good teaching requires time for planning and evaluating.

C. Additional School Personnel

1. *Guidance Counseling Personnel:*

As a means of strengthening education in this State, and especially by creating and sustaining more purposefulness on the part of students, there is an unmistakable demand for guidance services in meeting the needs of North Carolina boys and girls. Although many worthwhile and commendable guidance services are being attempted in the schools, a large number of pupils do not receive the kind of assistance they need. Consequently, talents go unnoticed, poor occupational choices are made, and the best development of the pupil is not being realized.

Guidance services are planned primarily to help a student in discovering his interests, abilities, and aptitudes; choosing school courses which will lead him to the achievement of the best educational and vocational goals; and in starting toward a realistic and suitable career choice.

Guidance services involve assembling full information about the pupil; giving assistance to pupils in selecting courses in school and planning post-high school education; making information available to pupils about occupations and education opportunities—such as job requirements, qualifications needed, trends in jobs, available scholarships and loans in colleges; and obtaining information from drop-outs and graduates in order to determine the effectiveness of the total school program.

2. *Librarians:*

The quality of the instructional program in any given school is no better than the quality of the library facilities and services within that school. Through the decades North

Carolínians have recognized the principle inherent in this assertion and have encouraged school administrators to establish school libraries. Under the impetus of this interest more than 5 million library books (an average of slightly more than 5 books per child) are now owned by North Carolina schools, but never has the State provided funds directly with which to employ personnel to insure satisfactory use of this vast collection of volumes.

Some North Carolina schools are staffing the school libraries through local funds. In many instances, teachers allotted by the State for other duties are used as librarians. More than 870 schools with central libraries have no trained person assigned to the library for any part of the school day.

Although the organization of materials and the keeping of records are important in a school library, these are incidental to the work a librarian can do in relating library books and materials to the curriculum of the school. This service to teachers and pupils is a great aid in making effective the curriculum of the school.

An important contribution to the improvement of all phases of public school education can be made by providing, through trained library personnel:

- a. For better use of materials in many subject areas and on varied reading levels, including books, encyclopedias, films, filmstrips, newspapers, pamphlets, magazines, and recordings.
- b. Assistance to pupils and teachers in locating materials through the card catalog, printed indexes, and bibliographies.
- c. Assistance to students in developing effective study skills in such areas as classification and arrangement of books, note-taking, bibliography-making, and dictionary use.
- d. Encouragement of lifetime habits of reading and of using libraries by presenting outstanding books to students, by encouraging pupils to share their reading pleasures with others, and by helping individual pupils—gifted, average, and slow learners—to make wise reading choices.

A trained librarian's service, which may be utilized in one or more schools, is a real need in the schools.

3. *Special Education Teachers:*

At the present time, in 80 of the 174 county and city administrative units, 12,149 speech defective, hard of hearing, crippled, cerebral palsied, visually handicapped and mentally retarded children are being taught by 240 specially trained teachers. Of the 240 teachers, 195 are paid from State funds. Interest on the part of parent groups as well as public school personnel has increased to the point that special classrooms designed to meet the special needs of these handicapped children are being constructed. Likewise, local clubs and organizations are providing scholarships to train teachers for the handicapped and to train psychological personnel for proper identification and classification of these children. Eight colleges and universities throughout the State are offering courses in special education. The growth and public acceptance of this service for handicapped children, as well as the educational merits of special teachers for special children, commend the request for expansion in this area.

Funds for additional special education teachers are necessary if the program is to be extended to the counties where no programs exist. Funds to permit the employment of at least 30 additional special education teachers for the 1959-60 school year and 45 for the 1960-61 school year are needed to meet the demand for expansion of special education services.

4. *Additional Teachers to Enable Principals to Render More Effective Services:*

Three hundred additional teachers are requested in order that principals in the large schools may be relieved of teaching duties to perform their duties in administration and supervision. This should result in the improvement of instruction. The principal must have time for leadership if the objectives of education are to be realized.

The duties of the principal within the school are of primary importance and are grouped around the areas of planning, organization, supervision, and evaluation. Careful planning on the part of the principal with his faculty is necessary before school opens, throughout the school year, and after school closes. In the area of organization the principal carefully studies his personnel and students

in order that all functions of the educational program may be so organized as to permit maximum achievement. In the area of supervision it is the principal's chief responsibility to provide leadership in the improvement of instruction. This includes not only classroom visitation but the development of in-service programs for teacher growth. The principal's leadership in the area of evaluation is likewise essential. Only through a proper continuous evaluation of the school can modifications in curriculum and organization be safely made.

Educational returns from the money spent on the salary of the principal can be increased materially by making it possible for him to perform his logical leadership functions involving pupils, teachers, and the community.

D. Industrial Education Centers

The only expansion in Trade and Industrial Education, with the exception of salary increases, is for Industrial Education Centers. The Advisory Budget Commission has approved the use of the appropriation of \$500,000 made available by the last General Assembly for equipment in the seven locations approved by the State Board of Education. By this action there is implied approval of the eleven additional centers, which were approved by the State Board, by the Advisory Budget Commission for funds sufficient to purchase equipment and provide for instruction. The amounts listed in the "B" Budget request are needed to provide instruction for the additional centers which need to begin operation during the 1959-61 biennium.

In the past few years, North Carolina's new and expanding industrial development has added a great number of skilled workers to the work force. All evidence of technological development points to an expanded demand for trained workers in the highly skilled occupations. The Industrial Education Center approach will enable North Carolina to fulfill economically its obligation to train both its high school and adult population for entrance into and progress in trade and industrial pursuits. It is a sound long range effort because:

1. Through better selection of students it will enable the State to offer training only to those students who can profit most from the instruction.

2. By selecting students from more than one school, and from more than one administrative unit, the classes will be larger and the per student cost should be less.
3. It will enable adults to increase their skills and keep abreast of technological change affecting their livelihood.
4. It will enable a community to meet the skilled worker needs of new and expanding industries.
5. It will provide a flexible pattern whereby communities may discontinue courses when training needs have been met, with equipment transferred to another location.

The presence of vocational courses in the curriculum of many of the institutions of higher learning in the State where the instruction is most expensive, indicates a demand by students and employers for instruction in this field beyond that now offered in the high school. Much of this instruction can be given in the Industrial Education Centers.

E. Other Expansion and Improvement in Standards

1. *Instructional Supplies:*

The request for \$402,689 for 1959-60 and \$411,474 for 1960-61 represents an increase of 38¢ per pupil in estimated average daily membership for the prior year. The present allotment for this item of \$1.12 per pupil is simply inadequate to meet the needs.

For the year 1956-57, the schools expended a total of \$1,635,416 for instructional supplies. Of this total expenditure, \$745,623 or 45.59% was from State funds and \$889,793 or 54.41% was from local funds. The cost of these materials has continued to increase and many schools do not have adequate materials with which to carry on an instructional program.

2. *City Transportation:*

We are requesting \$430,207 for 1959-60 and \$441,397 for 1960-61 for the transportation of pupils residing in the corporate limits of cities and towns and who live 1½ miles or more from school. This estimated cost is based on a survey recently completed.

In recent years there has been a great demand from officials and patrons of city school administrative units for the State to transport, at public expense, all pupils residing within the corporate limits of municipalities who live more than one and one-half miles from their schools. This de-

mand has been brought about in part because of the trend in consolidation of schools within the cities. This means that many city pupils live a greater distance from school than formerly, principally because of the consolidations and annexations made in recent years by municipalities.

The problem has been further aggravated by the fact that a great many municipalities have extended their corporate limits to embrace certain areas formerly served by the county school systems and within these areas pupils were formerly entitled to and did receive school transportation services. Under the existing law these pupils were denied school transportation service when they were taken into the corporate limits of the municipality even though they lived one and one-half miles or more from their schools. The 1957 Legislature remedied this situation for all municipal extensions made since February 6, 1957. Since this legislative action, pupils in some areas of municipalities are transported and those in other areas are not, depending entirely upon the date that the area became a part of the municipality.

City school and municipal authorities contend that under the present law their patrons are being discriminated against and that they are not receiving their full share of the school dollar because city pupils have to walk a greater distance to school than pupils residing in the rural areas or they have to provide transportation at their own expense. These authorities contend that city pupils should share in the transportation program equally with the pupils residing in the rural areas of the county and that the absence of transportation services imposes an economic hardship upon a great many of the school patrons and that the pupils are being subjected to undue traffic hazards.

3. *School Libraries:*

The request of \$529,854 for 1959-60 and \$541,413 for 1960-61 is based on increasing the allotment for this item from 50 cents to \$1.00 per pupil in average daily attendance for the prior year. The present allotment for this item of 50 cents per pupil is inadequate to meet the needs for replacement library books and for operating the school libraries.

The present allotment of 50 cents per pupil has remained constant for almost eight years, whereas the price of books, magazines, binding, and supplies has increased consistently each year for a number of years. As prices advance and the basis of allotment remains the same, the result is increasing inadequacies rather than progressive improvement in school libraries. Good libraries are essential for the development of a good instructional program.

4. *Child Health Program:*

The request for this item of \$183,956 for 1959-60 and \$187,424 for 1960-61 is based on a proposed increase in the allotment of \$250.00 per county and 15 cents per pupil in average daily membership for the prior year. The present allotment basis is \$750.00 per county and 35 cents per pupil. This request is the same basis of allotment used for the first four years of the operation of this program, from 1949-50 through 1953-54.

Practically all of these funds are expended for the correction of defects of indigent children. Most of the administrative units do not have sufficient funds under the present allotment basis to meet the needs for correction of defects. Many school pupils have defects that are affecting their health and school achievement, but their parents are financially unable to have the corrections made. Requests from school units for additional funds with which to render this important service cannot be granted under the present appropriations.

5. *Technical Workshops in Vocational Agriculture:*

The request for \$6,000 each year of the biennium to help finance technical workshops for vocational agriculture teachers is needed to help develop competencies necessary to adjust local programs of agricultural education to the rapid changes occurring in the agricultural economy of our State. More than half of the teachers currently employed by local boards of education have been teaching 12 or more years. Since their graduation from college an agricultural "revolution" has occurred. If vocational agriculture teachers are to exercise the leadership expected of them and if they are to adjust the agriculture curriculum to meet the need of a changing economy, in-service training is imperative.

6. *Scholarship Loans for Prospective Teachers:*

Response to the Scholarship Loan Fund, created by the 1957 General Assembly, has been most enthusiastic. The program gives promise of becoming one of the most valuable acts of the General Assembly in behalf of education and the general welfare of the State.

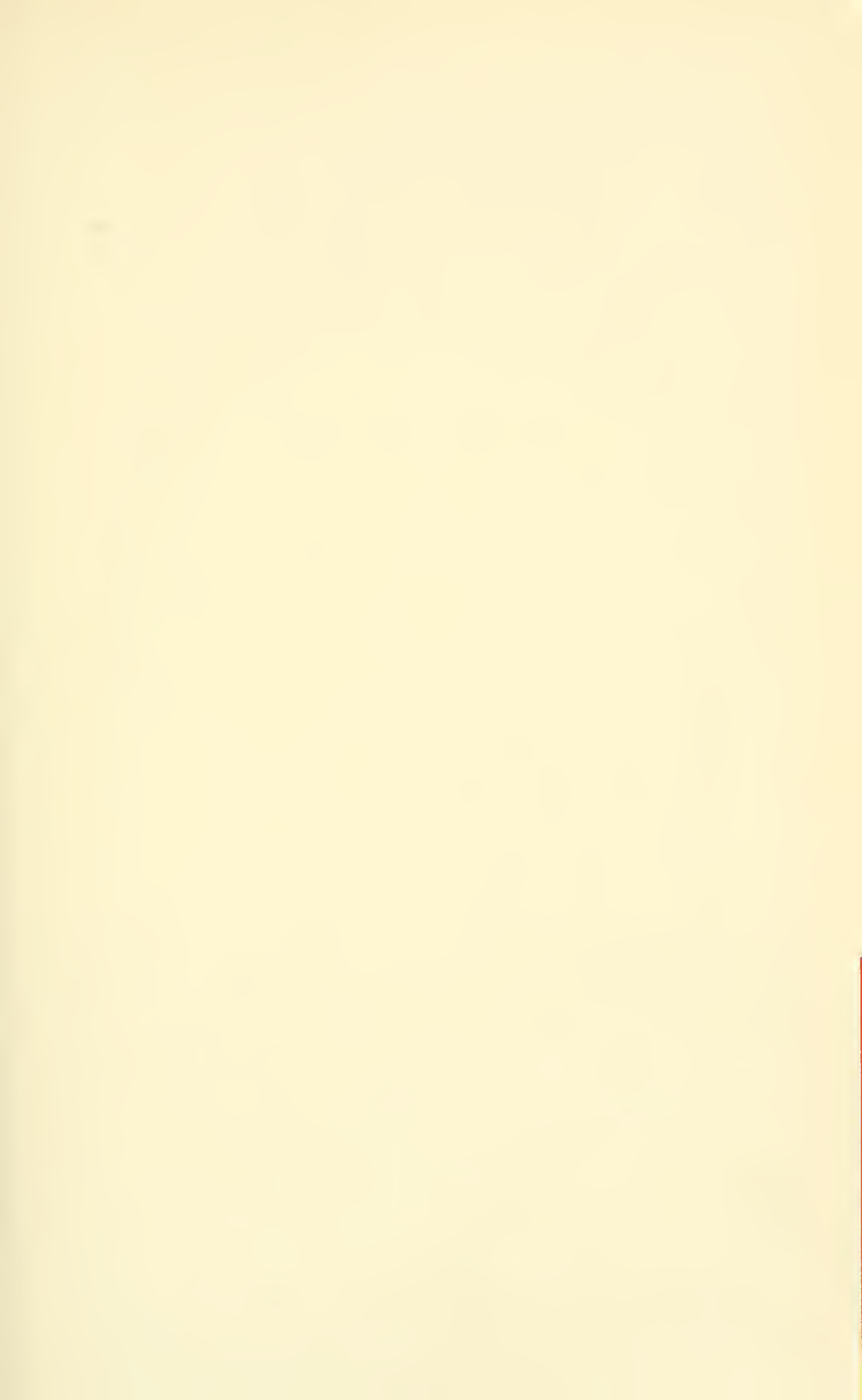
The desire of worthy high school graduates to continue their education and to become teachers is revealed in the fact that more than 900 applications were received for the 300 awards made in 1957 and more than 1200 applications were received for the 300 additional awards granted for 1958. The Awards Committee has been very favorably impressed with the qualifications of the applicants. Strict adherence to the criteria governing a loan would permit far more awards than are possible under the present appropriation. Economic status appears to be the main deterrent to college admission and ultimately to a more adequate supply of teachers.

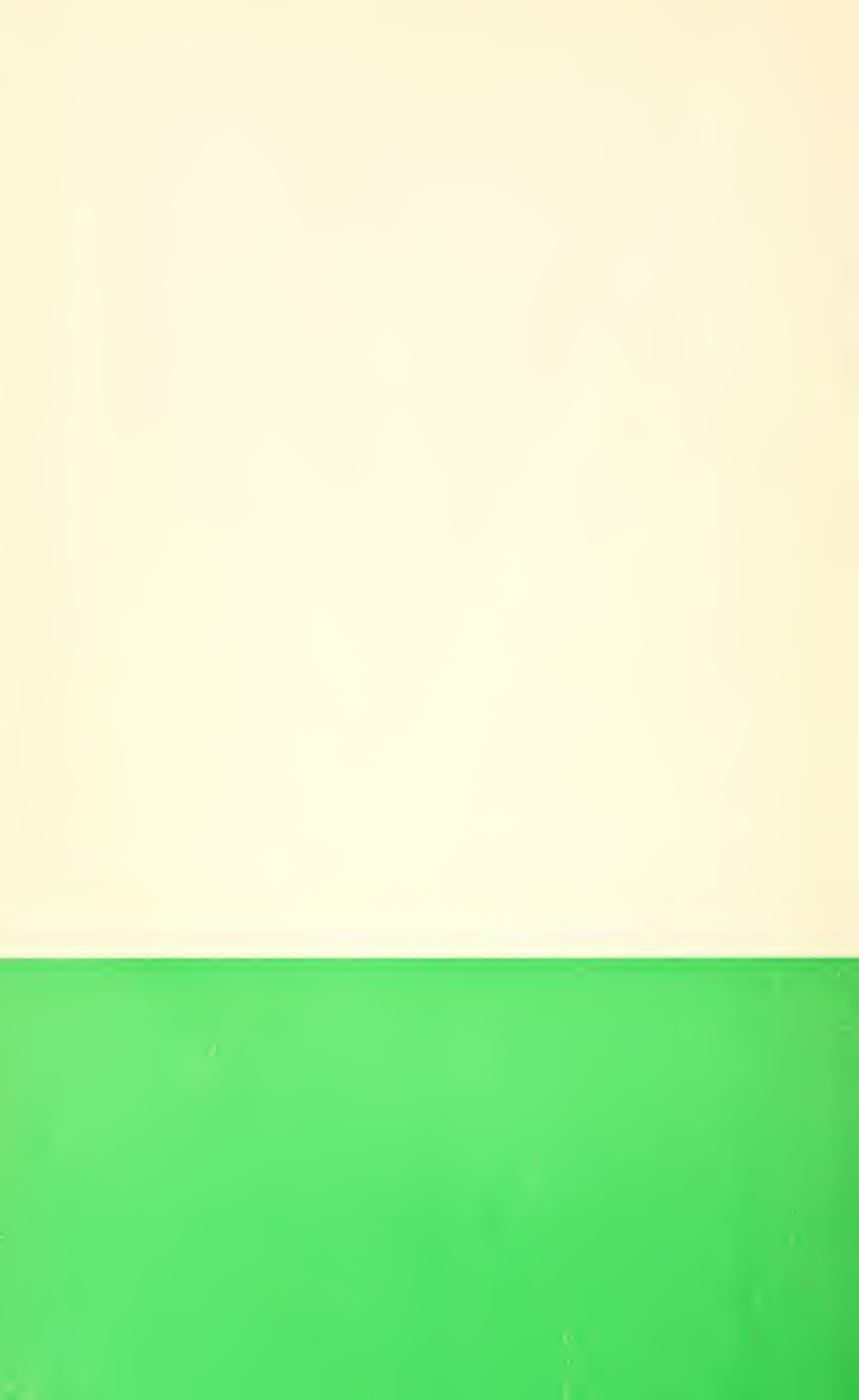
Impressed with the experience of two years, the State Board of Education is therefore requesting that this program be expanded to permit funds for 450 awards annually. This expansion would yield 450 teachers annually—450 college graduates who otherwise might not have gone to college and who will stay in North Carolina and repay the State in superior teaching service.

F. Staff Services—Department of Public Instruction

It is the function of the State Department of Public Instruction to provide leadership for the people of the State in their quest for better schools. Accordingly, funds are requested with which to employ the following personnel:

1. Public Information Officer.
2. Supervisors in the areas of (a) high school organization and administration, (b) curriculum, (c) early childhood education and non-public schools, (d) art, (e) audio-visual education, (f) library services, (g) instructional materials, (h) guidance and counseling, and (i) speech and hearing.
3. Schoolhouse planning engineer.
4. Architect and landscape architect.
5. Graphic arts designer.
6. Administrative officer.
7. Stenographers and clerical assistants.





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